G. A. Pittman

Activating the use of prepositions

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G A Pittman

Activating the use of **prepositions**

INSTITUTE OF EDUCATION FOR WOMEN
2633
Dept. of Extension
SERVICE
20.3.69
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Introduction

Among those who teach or learn the English language its prepositions have earned a reputation for difficulty if not downright unpredictability. The trouble lies in the great number of meanings each of the common prepositions carries. This is what makes organization of material on the prepositions essential. This book is an attempt to organize vocabulary round the teaching of the principal meanings of six of the prepositions. To illustrate the variety of meanings, only a few of the semantic varieties of ON may be seen in:

There's a newspaper *ON the floor.*
There's a bracelet *ON her wrist.*
It happened *ON Wednesday.*
The house is *ON fire.*
He did it *ON purpose.*
He got it *ON the sly.*

Scope and arrangement of the material

Demonstrable and non-demonstrable uses

The first point to notice is that *ON the floor* and *ON her wrist*, although they exemplify different meanings of ON, are both demonstrable in class: the teacher can easily and rapidly produce classroom situations in which these phrases can be used and practised in visual situational contexts. The first units in each preposition use the vocabulary of the classroom therefore.

It is often possible to relate the more difficult, abstract or non-demonstrable, uses to one or other of the simpler, demonstrable uses; to lead, for example, from the demonstrable ON (=attached to) as in

ON a string
rope
thread
etc.

to *ON a stalk* etc., and from that to *ON a list* etc., and finally to *ON the staff* etc.

The material in this book is so arranged that such relations are established or are available in usable form in class.

Arrangement of the material

i. From demonstrable to abstract

Each preposition is dealt with separately, and within the section devoted to one preposition the demonstrable and physical uses are presented first, followed by uses with abstract nouns and uses which for other reasons are not demonstrable.

ii. One semantic variety at a time

The sections are divided into numbered subsections each presenting one single meaning of the preposition with its associated nouns.

iii. Complete sentences – incidental benefits

There is no need here to go into the arguments for the presentation and practice of utterances in the form of complete sentences. So far as is possible each prepositional phrase is presented as part of a very simple short sentence and is thus used, without false stress, in the normal stress-tone pattern of a complete utterance. Moreover the additions required to make the sentence have been chosen to provide incidental practice and reinforcement in such features as:

a the use of the articles – the fact, for instance, that AT, because of its principal meanings, has an affinity for *the* rather than *a* is fully exploited;

b phonemic differences –

in stressed syllables, e.g.

It POURS at dusk.
It PURRS at twilight.

They CHOKED at moments.
They JOKED at odd moments.

in unstressed verb forms, e.g.

They ARE sailing at high tide.
They WERE sailing at low tide.

in unstressed structural words, e.g.

He's in THE field.
He's in THEIR field.

c word order with the special finites, etc.

This practice is augmented in the suggested exercises and drills, and the teacher can readily devise additional exercises as required.

The ease with which changes in tense or in the use of the articles can be made means that much of the material is of special value with students who require remedial work in these areas of the language.

Associated vocabulary

The nouns for use with the prepositions in the formation of prepositional phrases have been chosen with care.

i. Demonstrable uses
In the early sections for each preposition the test is applicability to situational teaching in class. From the host of nouns which can often be used a few are chosen because, with the preposition, they lend themselves to quick demonstration or scene-setting in a classroom. For example, ON §4 reads:

He carried it ON his back.
He carried it ON his shoulder.
She carried them ON her head.
She carries it ON her arm.
She holds them ON her lap.
She rests it ON her knee.

This series can be presented in a trice by the teacher's movement of one or two objects on a student's back, shoulder, head, etc. Other concrete nouns which fit the pattern, e.g. *nose*, *pillion*, are rejected. Rapid oral tense changes with all three verbs can then be practised. The text also changes in the person of the subject and in the number of the object. All these may be exploited for further practice if required.

ii. Non-demonstrable uses
The material in the later stages is organized to bring out the meaning of the preposition by the use of one noun and its synonyms and near-synonyms, thus reducing to a minimum time-consuming explanations by the teacher.

AT 57. *Singular noun*	AT 58. *Plural noun*
They're AT variance on this.	*They're AT odds on this.*
They're AT enmity.	*They're AT cross-purposes on these.*
They're AT war.	*They're AT loggerheads on this.*
They're AT issue.	*They're AT daggers drawn on these.*

Here too there is secondary organization of the material on related linguistic features; in this case on whether the noun is singular or plural. An interesting by-product of organization on this principle is the codification of many phrases usually regarded as 'idioms' or 'exceptions'.

The brevity of the prepositional phrase can be used with great advantage to support the learning of vocabulary, a necessity which it is still perhaps fashionable to overlook, but which the student cannot overlook.

Use of the material

Only the very advanced student who has outgrown all teachers should attempt to use this book as a reader. The book is intended mainly as a source of oral drill, practice material, reading and dictation for use with classes or groups at all levels of instruction in the language.

Order of presentation

The numbered subsections for each preposition are arranged in approximate order from the most direct demonstrable use of the preposition to its most difficult abstract use. Only the most advanced students can work straight through any single preposition. In some cases the degree of difficulty of the noun in the prepositional phrase is the deciding factor in the progression of the sections.

In most cases the teacher should select subsections at roughly the same level from each of the prepositions in turn.

i. The demonstrable uses

A possible procedure is illustrated by reference to AT §1 –

He's AT the door.
She was AT the window.
He's AT the table.
etc.

The text shows a change in tense which can be transformed in situations to two sets of examples:

He's AT the door.	and	*He was AT the door.*
She's AT the window.		*She was AT the window.*
He's AT the table.		*He was AT the table.*
etc.		etc.

a Presentation: The teacher directs students to the various positions in the classroom, or to a position and away again, providing the model utterance for all examples, first in the present and then in the past tense.

b Drill: The class practise the sentences in response to gestures from the teacher indicating the visual situation in the classroom. To practise the past tense the teacher might indicate the student who has moved and the position he has moved from. At this stage students do not use their books.

c Further practice: Suggestions are made in the text for further practice and exercises. These suggestions cannot cover all the ways of 'exploding' the text for practice or revision as required. Generally the prepositional phrase remains as in the text while changes are made elsewhere, e.g. to the verb

He's standing AT the door.
She's standing AT the window.

He was standing AT the door.
She was standing AT the window.

Was he standing AT the door?
Was she standing AT the window?

and so on. Much of the copious oral practice required in the early stages of language learning to fix the features of the 24 special finites in questions, in negative statements and in question tags can be provided easily and quickly by the use of these brief prepositional phrases. Changes are also possible in many cases to the passive voice, to the negative, to the interrogative-negative, etc. The subject may be changed, and in the case of s+v+o+prepositional phrase, the object makes a third possibility for substitution. In some cases a change is suggested in the phrase itself, e.g.

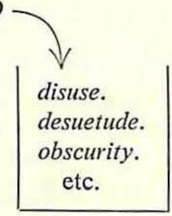
He's standing AT his window.
She's standing AT her door.
etc.

d Reading or dictating the text to fix, revise or test students oral-aural skills may be the final step.

ii. The abstract uses
When this more advanced stage is reached, work from the blackboard or reading from the text may be the first step in presentation of the subsection but the relation with a demonstrable use should have been established previously where possible. The extent to which the teacher has to emphasize or develop the links between the physical and abstract vocabularies will be variable and may depend upon such factors as the students' mother tongue or their intelligence. Blackboard sketches may

prove very useful, or an arrow or movement may illustrate abstract destinations as in this example with INTO.

They sank INTO



disuse.
desuetude.
obscurity.
etc.

A possible procedure may be illustrated by reference to AT §53 –

They are sailing AT high tide.
They were sailing AT low tide.
etc.

a Revision: Relate to AT §24

She woke AT first light.

which has previously been related to the *demonstrable* AT §5

It arrived AT 5.13.

b Presentation and reading of §53.

c Practice as suggested in the text; also, according to the standard of the class, by the use of additional prepositional phrases as encountered by the students in other sections, e.g.

They will be sailing AT high tide ON Monday.
They sail IN an hour AT high tide.
etc.

There are examples of such synthesis in a few subsections but the possibilities are almost unlimited.

How much and how often?

Three or four minutes of each language lesson could with profit be spent on material chosen from this book to suit the class, their lexical needs, the syllabus, remedial problems, or the special difficulties of the students. Some of the advantages of short, brisk practices from the book have been outlined above. The student will often appear to be more interested in the noun in the prepositional phrase than in the preposition itself. This is unimportant: the repeated use of the preposition with the group of nouns will ensure that he develops a feeling for the meaning and correctness in the use of the English prepositions.

Notes on the prepositions treated

The rest of this Introduction is devoted to discussion of certain semantic aspects of the usage of individual prepositions.

Reference is to subsections of the section of the text dealing with the preposition under consideration.

at

at – a point

AT appears to be one of the more consistent, semantically speaking, of the English prepositions. Almost invariably it designates a point, commonly a point in space. From *AT the centre* (§1), *AT his desk* (§1), *AT the front* (§4) the point enlarges to include *AT home* (§13), *AT Gloucester* (§21). But while the point which AT designates may vary in size, there is the idea of no movement outside the point always present.

at in time

Space and time are treated very similarly in English. AT thus transfers to time and must be the commonest preposition of all those associated with time; any point on the clock is named with AT – *AT 6.16* (§5). But again the point enlarges, varying from accuracy to the second to *AT dusk* (§24) which is as long as *AT twilight* (§24), and even lengthening to a week-end – *AT the week-end* and *AT Christmas* and *AT Easter* (§10). We may hope for the sake of consistency that these last examples represented initially a point in time which English usage in the nineteenth and twentieth centuries has lengthened with changing custom.

at indicating occupation

The fact that a person is AT a place seems to be accepted as evidence of what he is doing. In answer to *Where are they?* we may get:

They're AT church. (§13)	or	*They're AT work.* (§15)
They're AT school.		*They're AT play.*
They're AT university.		*They're AT prayers.*

If a person is *AT church* it is a reasonable assumption that he is also *AT prayers*. Compare *IN church*, which does not appear to have the same strong hint of occupation. In the examples on the right the place, verbally neglected in favour of the occupation, is probably understood.

This concept can be developed to include a group of nouns which designate a point in both space and time:

They're AT the wedding. (§14)
They're AT the meeting.
They're AT the match.
They're AT the races.

at in space

Not unnaturally, considering its affinity with *point*, AT is used in several sections which develop this link, notably 18, 23b and 40.

AT this point (space and time)
AT danger point. (§18)
AT the point of no return. (§18)
AT a point six inches from the table. (§19)
AT breaking point. (§40)

Similarly the *beginning* and the *end* are seen as points and are used with AT (§§27, 16). Their synonyms and equivalents are set out in the chart on page 7. If, however, the beginning or end is viewed by the speaker as a period, AT will be replaced by IN (IN §71).

We would expect so definite a point as is described by the word *intersection* or its equivalents (*join* etc.) to be associated with AT and this is in fact so (§20). By extension the clash or crossing of two wills gives us phrases introduced by AT (§§57 and 58).

at with abstract vocabulary

Modern English uses AT for all points on a scale, whether it is a scale of prices (§29), speed (§36), temperature (§41), pressure (§42), or heat (§41). The upper and lower limits of numbers, scales, dials, and even qualities are seen as points, and the equivalents of *least* and *minimum* with *most* and *maximum* provide prepositional phrases with AT (chart, p. 7). As these are all seen as unique single points the entire group is associated with *the* and can provide excellent drills in the use of the article, as indeed can *beginning* and *end* and their equivalents (§27).

Perhaps the only real exceptions to the rule that AT designates a point are those uses with the group of nouns in §59: *AT sea, AT liberty, AT large, AT leisure* etc. Does the English speaker see these as a point on a boundless surface?

in

Basic meaning: enclosure

The basic meanings of IN are enclosure and inclusion. The extent of enclosure is variable – from, for example, *The bird is IN the cage* (§19) to *He was IN a white tie and tails* (§55).

Neat as it might be, it is unfortunately impossible to say flatly: 'The principal meaning of IN which can be physically demonstrated is enclosure, and §§1–x cover this use.' This is one of the cases in which it has been necessary in this book, as explained above, to make the difficulty or rarity of the noun in the prepositional phrase the deciding factor in the organization and progression of the section.

With total enclosure IN is invariably used. In §§1–4 IN designates enclosure on three or four sides. *We are IN the playground* (§5) is also enclosure but in a much more limited sense. In §6, *There's dirt IN the water*, immersion or solution in a liquid is seen as enclosure, while §12, *It's IN the light*, shows enclosure in a new medium. Other degrees and variants of enclosure are seen in

He has a book IN his hand. (§7)
The picture's IN the frame. (§14)
He's IN his seat. (§15)
They're IN a circle. (§16)
The key fits IN the lock. (§21)

§19 is total enclosure, but the nouns in the prepositional phrases, naming the habitations of domestic animals or pets, are not of sufficient general value to justify an earlier treatment.

in with manner or form

Fold it IN two (§8) introduces a new semantic variety: IN a manner or form. §9 reinforces the idea. §13, *Make your 'th' IN this way*, is a development which merits early treatment because of the importance of the link between IN and *way*. §20, *Please write IN ink*, is the third example of form, whilst further examples of IN in phrases of manner are found in §§23, 26–31.

in a state or condition

The meaning here is closely related to the meaning just studied, and it is not easy to say whether *The cup is IN pieces* (§88) and *The clothes are IN rags* (§89) are examples for form or condition. (They give practice in the use of IN-phrases containing a plural noun, just as *Jean is IN a* *dream* (§94), another example not easily placed in one or other of these meanings, shows *a* with IN.)

The presentation of IN with a state or condition occurs first in §42, *The bowl is IN motion.* A state is clearly implied in *You're IN safety* (§80) and *You're not IN private now* (§86). This variety probably accounts for most cases of the association of abstract nouns with IN: the physically demonstrable uses

They sang IN time. (§90)
My nails are IN a dirty condition. (§91)
The sugar is IN solution. (§95)

lead to:

IN infancy they are harmless. (§99)
The peach trees are IN bud. (§100)
He told us IN secret. (§101)

Partly because IN is used with states of mind

Jim was IN a daze. (§94)
Tom is IN a temper. (§103)
He's IN doubt. (§124)

it is especially frequent in religious writings: *IN spirit and IN truth*; *IN prayer and supplication.* At the same time its use with physical conditions raises its frequency in this area: *IN majesty*; *IN glory*; *IN sickness and IN health* (§123); *IN peace* (§124); *IN the shadow of death.*

in order

Still related, in a sense, to enclosure are the meanings associated with *place* and *position* (§22). From this it is a short step to

Put them IN order. (§22)

because an order or sequence (§24) may be regarded as a form of enclosure.

in with inclusion

There's someone IN the house (§18) is an example of enclosure – a person is not a part of a house. We distinguish as inclusion *There's oxygen IN the atmosphere* (§41) because oxygen is an integral part of the atmosphere. The concept of inclusion is developed in

She's IN the tennis team. (§45)
There's one r IN 'around'. (§82)
There's a 7 in this number. (§83)
There's a mistake IN this word. (§84)
There's an error IN this line. (§85)

in with time

Time phrases introduced by IN designate a period, usually a period encompassing the occurrence to which the utterance refers. The months, seasons and years (§§61–2) are such periods of time and are invariably associated with *IN*, but any time units are used with IN where the idea is 'within the period' however short. With the shorter units in particular, an IN-phrase often means before the expiry but at the end of the period named.

We are leaving IN two minutes. (§63)
I'll be there IN a second. (§64)
We'll finish it IN an hour. (§65)

An IN-phrase using the noun *time* may have this sense; *Jack'll be 16 IN a year's time* means at the end of the period. But most IN-phrases using the nouns *time* (§§69–76), *interval* (§70), *past* and *future* (§71), *while* (§72) and their equivalents indicate a period. It is perhaps worth noticing that while the *past* and the *future* are seen as periods (*IN the past everything was all right; IN the future everything will be all right* – §71), the *present* is seen by the English speaker as a point (*AT present; AT the present time* – AT §7).

The extension of the use of IN for period to process seems reasonable.

in with the gerund

§98, further subdivided, shows IN followed by the gerund:

I said 'Hullo' IN passing. (§98 – 1)
IN opening the door, I hit my head. (§98 – 2)

Contrasts with ON are also presented:

IN opening the door, I broke the lock. (§98 – 3)
ON opening the door, I heard footsteps.

IN considering this case we must keep all the facts in mind. (§98 – 4)
ON considering the case, we found we had not sufficient information.

and as exercises suggest, the participial phrase with IN can here be replaced by a *while* clause, that with ON by a *when* clause. The IN-phrase again indicates a period of time.

The use of IN with certain abstract nouns (*IN an attempt to strike a match, I burnt my finger; IN the endeavour to strike a match, I burnt my finger* – §46) may be related to the use of IN with a gerund (*IN attempting; IN endeavouring*). There may be some sense of enclosure here; the phrase suggests absorption in the action.

in with commercial and technical vocabulary

Although there are no new meanings involved in the use of IN with commercial and technical vocabulary, its role in these areas is so valuable that some comments may not be out of place.

IN with the basic meaning of enclosure has links with the names of containers and packs of all sorts (§§1–3). IN with condition may convey a commercial stipulation (*IN prime condition; IN stock* – §§91, 111). IN with form is seen in examples such as *IN bulk* (§109), *IN half-pound lots* (§110). We may relate the IN so common in commercial correspondence (*IN answer to; IN acknowledgement of; IN confirmation* – §115) to the IN considered above in use with such abstract nouns as *attempt* (§46). Administration must naturally be definite as to what applies *IN this case* (§114), and here the relation to be established may be with a series or sequence (§§22, 24).

in with comparison

IN has a particularly important role in comparison. The IN-phrase acts as an indicator of the quality selected for comparison:

They are alike IN size. (§119)
This car is outstanding IN performance. (§118)

There is all the difference in the world between the statements

They are equal.

and

They are equal IN length.

between

They are different.

and

They are different IN function. (§117)

The gain in precision resulting from the use of the IN-phrase is of very great significance for the conveyance of analytical and abstract thought. Some idea of the flexibility of 'slotting' for this purpose is given by §§116–119.

doubles

English is like many other languages in using repetition for certain effects. *IN rain and (IN) shine; IN sickness and (IN) health* (§123) exemplify the use of two IN-phrases for contrast. IN-phrase repetition for reinforcement is seen in §124: *IN peace and (IN) plenty.*

OF

OF is unique among English prepositions on several counts. Not only is it the most frequent of all prepositions, but it has a special role structurally. All other prepositions are in general used in the combination:

PREPOSITION (+DETERMINER)+NOUN

OF, apart from its use with a small number of nouns (*OF course*, §83; *OF importance*, §87), invariably occupies the pivot position in the formula:

(DETERMINER+) NOUN+*of* (+DETERMINER)+NOUN

parts and qualities **OF** a whole

OF is by derivation related to *from* and its simplest and commonest use is in establishing a link between noun and noun, the first noun naming a part or quality of the whole named by the second noun:

This is the back OF the chair. (§1)
That's the top OF the basket. (§3)
I dislike the shape OF the basket. (§74)
It had the hardness OF steel. (§78)

By a natural extension the 'part' idea (*a piece OF iron*, §22) is found in units of measurement

Here's a pound OF rice. (§15)
Here's a handful OF earth. (§17)
That's a load OF stones. (§28)

and in numbers

Three OF them had to go. (§8)

and fractions

A half OF it is bad. (§11)

OF does not possess the remarkable variety of meanings which characterizes some other prepositions. Variety there is, but only within the broad realm of 'a part' and 'a quality'. Nevertheless OF can be extremely important in the learning of the linguistic features of the English noun, especially in its countability and in its compounding and what these involve in linguistic terms.

of with countable and uncountable nouns

In many parts of the world the distinction between countable and uncountable nouns in English, including the signs of the plural and the use of omission of articles, requires all the support in teaching that can be given and at all levels of learning. The vocabulary for use with OF in this text is chosen with this fact in mind. *Here's a box OF matches* (§14) contrasts with *This is a bottle OF water* (§15); *a handful OF peas* (§16) appears alongside *a handful OF earth* (§17), and so on.

compound nouns

Another semantic link is exploited to provide the student with practice in the formation and stressing of the English compound noun.

It's the nail OF a finger.	*It's a finger nail.* (§36)
Put it in the pocket OF my coat.	*Put it in my coat pocket.* (§37)
This is the door OF the bathroom.	*Who was at the bathroom door?* (§38)
It's a tie made OF silk.	*It's a silk tie.* (§39)
This is the level OF the sea.	*This is sea-level.* (§45)

These matters of vocabulary are incidental. In fact OF is so useful and therefore so ubiquitous a preposition that only token examples can be given of its enormous range and frequency.

ON

ON is the preposition with the greatest differences between its many meanings. By comparison OF and TO are monolithic as to meaning, AT a mere trifler. IN is a poor second to ON in the number and variety of meanings.

on in space

This preposition is remarkable for the diversity of its meanings connected with spatial or physical concepts. We go from *There's a book ON the table* (§1), where no movement is expressed or implied, to *Put it ON the table* (§2), where the verb expresses the only movement associated with ON at the demonstrable level. This lack of movement is further considered below.

In the demonstrable uses of ON we begin to move away from a concept of support from beneath when we meet:

Flies walk ON the walls. (§7)
Flies walk ON the ceiling.

though the idea of contact and attachment is still present, as it is in the case of

There's a scar ON your chin. (§9)

§13 shows a link (*The pocket is ON one side*) between these and *They are ON my left*. Then comes a use which is of great frequency in technical matters but which can be very easily presented and drilled with parts of the body:

She had a ring ON her finger.
She had a watch ON her wrist.
She had a bandage ON her ankle.

(When we reach larger parts of the body, such as *neck* and *waist*, ON cannot be used, and ROUND will be substituted.)

The idea of attachment is still present, though contact may be less evident, when we meet (§18)

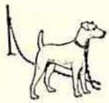
There's a string ON the stick.
There's a hook ON the string.
etc.

and (§19)

The dog is ON the chain.

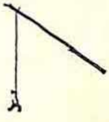
Perhaps these are best taught through sketches or through situations approximating to these sketches.

§18



ON the chain.

§19



ON the stick.
ON the string.
ON the hook.

This leads to phrases such as *ON the list* (§26).

Already there is some overlapping in meanings. When we say, for instance, *There's a number ON this car* (§25), is the idea that of attachment, or is it that of a mark on the surface? In saying *Your name is ON the list* (§26) are we seeing the name as attached to and forming part of a column of names, or is it a matter of a written symbol in contact with a flat surface? It is difficult to be sure even at this simple level. At advanced levels such overlapping in meanings is a constant characteristic of the uses of ON. Examples will be found in ON-phrases related to *ON a list*:

He is ON the staff. (§79)
etc.

At §29 we meet a further overlapping. A thing may rest *ON its side ON the table*. When a thing is being supported by another thing, ON is used both with the noun naming the support (*table*) and with the name of the part in contact with the support (*side*). §47, *He fell ON his face ON the ground*, reinforces this concept.

on with time

ON has an invariable link with (-)*day*:

It's ON Sunday. (§32)
It was ON Christmas Day.

The noun *day* is used with only one other preposition and in only two senses – *in his day, in those days* (IN §75) and *in a day, in a few days* (' *time*) (IN §§65, 66) – when in both cases a period of time is understood. The link with (-)*day* applies when the name of a day of the week precedes *morning, afternoon, evening*, and *night* (§33 – *It was ON Saturday night*) although these words usually follow IN when the day of the week is not named (IN §67). A similar invariable link exists between ON and the date:

It was ON 30th June. (§34)
It happened ON the night of 8–9 January.

The last links with time words to invite notice are the series of nouns in §38 (*ON time, ON schedule*, etc.) and the group in §39 (*ON the stroke of three*, etc.), where in both cases the ON-phrase denotes exact punctuality. Perhaps, indeed, the word 'exact' may suggest some relation between the ON of these time phrases and the ON of contact considered above.

on a subject

§§70–78 illustrate the use of ON with nouns naming a subject or topic:

He will write ON this subject. (§70)

The opportunity is taken to present examples with the four common verbs *give, make, put*, and *take* and the structure

S + V + D.O. + PREPOSITIONAL PHRASE

He gave a sermon ON the golden rule. (§73)
He made a statement ON immigration.
Action will be taken ON this report. (the passive counterpart of the pattern).

on a line

It is not a long step from *There's a spot ON the paper* (§11) to a number of demonstrable uses of ON beginning with

The dot is ON the line. (§52)
The settlement was ON the frontier.

and including the concept of ON with different levels:

They are ON the ladder. (§49)
They were ON the third rung.
They were ON this level.

and

They are ON a slope. (§53)
It is ON the edge. (§54)

We have seen the use of AT with points on a scale (AT §42). When the speaker is concerned with 90 m.p.h. not as a point on a scale but as an exact line reached and held, ON is used:

The needle is ON 90 m.p.h. (§50)

Probably there is also here the idea of continuation of action at the rate named; this is suggested by such examples as:

The motor is ON 5000 revolutions.
The indicator is ON 'Charge'.

movement

Almost all the semantic varieties of ON considered above involve a concept of static conditions. The exceptions are *Put it ON the table* (§2) and, as we have just seen, possibly *The needle is ON 90 m.p.h.* There is, however, an important group of abstract nouns which in prepositional phrases with ON incorporate a concept of continuing activity or arrangement through time. For the English speaker ON in phrases like *ON the watch* (§89), *ON sale* (§92), *ON this basis* (§99), *ON a diet* (§102) has a fundamental link with movement – movement through time.

Active movement is involved to some extent in all of the following:

He is ON foot. (§65)
He is ON his bicycle. (§66)
They're ON the way. (§67)
The advance ON the capital had begun. (§68)
They are ON a message. (§69)

§§88–105 present phrases which symbolize what for want of a better description we might call a 'continuing arrangement through time'. This entire group from *ON watch, ON guard, ON alert* to *Our men are ON bread and water* (§105) gives an impression of modernity, of reflecting the administrative complexity of our times. It is difficult to see how a hospital or the armed services could function without ON, and if the future for us all holds greater complexities of administration, then ON seems set for a brilliant future.

TO

movement and destination

Compared with that Jack of all trades ON, the preposition TO has remarkably little semantic versatility. For the English speaker TO indicates movement and a destination. In a sentence such as

Have you the twin TO this sock? (§44)

the concept of movement may not be clear. It is probably true to say that the idea behind this use is that the two socks should be brought together to make a pair, and this movement justifies the use of TO. (The fact that OF may be used in the example does not affect the argument.)

link with the verb

This fact that movement is always expressed or implied means that TO generally has a complete dependence on the verb of the sentence. Consider a single example:

He's going TO the harbour.

Any common noun denoting destination can be substituted for *harbour*, and *go* can be replaced by such verbs as *drive*, *come*, *hurry*, *run*, but it cannot be replaced by *be* ('He is to the harbour'), *have*, or *like*. The verb in such a sentence must be one which expresses movement. These will be intransitive verbs mostly but intransitive verbs like *carry*, *bring*, *transport* may be used.

two sections

Because of this close link between TO and the verb, the material has been divided into two sections. In the first (§§1–106) we are concerned with those uses of a TO-phrase generally applicable to a large number of verbs which describe movement. In the second the ties between the verb and the prepositional phrase are so close that it was necessary to set down the phrases with the specific verbs to which they are bound.

Wherever possible, in both sections, the TO-phrase is used with both transitive and intransitive verbs in two of the simplest sentence patterns:

Pattern 1 S+V+D.O.+*to*-PHRASE
Pattern 2 S+V+*to*-PHRASE

first section

The obvious demonstrable uses of TO are those in which the preposition denotes lateral movement. Apart from varying the types of motion by speed and manner (§§10, 11), it is almost impossible to give to TO at this elementary physical level coverage proportionate to its frequency.

It is interesting to observe that, as with AT, meals are referred to as if they were places:

Come TO breakfast. (§16)

Indeed this 'occupational overlay' is seen in a number of examples in §§7, 8, 15.

The link between the verb *give* with its variants and TO is an important one, and this idea of destination is also present with *speak* and its variants. Token examples of both uses are given (§§22–5).

kinds of movement

Lateral movement is still implied in

Pattern 1: *He brings the machine TO a stop.* (§30)
and Pattern 2: *The machine comes TO a stop.* (§31)

These are perhaps the two most valuable physical presentations of the meaning of TO: they are the demonstrable basis of a great deal of advanced work, and they introduce the link between *bring* and *come* which is shown in the second section to be of great importance in the manipulation of abstract vocabulary in TO-phrases. Other meanings of TO in Section 2 are related to examples in Section 1 of physical movement downwards (§§32–3), upwards (§§34–7), and back and forth (§§38–41).

nouns followed by **to**

§42 (*Show me the way TO the post office*) clearly shows destination, as does §43 (*There's the track TO the river*) and, by implication, §46 (*This is the gate TO the garden*). The idea of movement is less obvious in:

Have you the key TO the door? (§44)
He is without shoes TO his feet. (§45)
This is the key TO the puzzle. (§47)

but if the student can be helped to appreciate the implication of movement on a physical level here, he will find advanced work easier.

addition and application

From the evident movement of

She's adding salt TO the stew. (§50)
He's adding sugar TO his coffee.

it is not a long step, semantically, to

This gives taste TO the mixture. (§51)
This gives strength TO that belief.

and thence to the examples under *G* in Section 2:

He added insult TO injury.
He attached (*no*) *importance TO these conditions.*

A further development may be seen in

He leaves the place TO his neighbour. (§64)
We leave the room TO the next class.

This may be seen as an extension of the idea of addition TO the possession(s) of someone or something else. There are other examples with abstract nouns in §65:

I leave the answer TO your imagination.
They left nothing TO chance.

and under *G* in Section 2:

He conceded freedom TO the estates.

Related to the idea of addition is the concept in

He's holding a match TO the flame. (§54)

and this meaning – application of one thing to another – is developed in §55 (*He will appoint him TO the position*) and echoed in the examples under E in Section 2:

He's putting his mind TO his work.
I'm using it TO our mutual advantage.
etc.

The idea of destination is strong here.

Movement through time is the concept expressed in *From the first TO the last* . . . (§62) and in the examples, many of them reflecting states of mind, in §63:

She goes from smiles TO tears very quickly.

To a degree

The presentation of TO in expressions of degree begins at §71:

It's right TO an inch.

The English speaker still attaches the idea of movement to the prepositional phrase. He sees the pattern as answering the question *How far?*

The same idea of movement is present in

He'll pay TO the last penny. (§72)
It covers it TO a small extent. (§73)
She's a lady TO her finger-tips. (§74)
He was faithful TO the last. (§75)

In Section 2, under B, this idea is developed in the use of TO-phrases after a variety of English verbs. These verbs include *fit*, *adjust*, *gauge*, *measure* and, in another group, *calculate*, *estimate*:

They are adjusted TO fine tolerances.
They calculated the answer TO the nearest millimetre.

There is certain to be a constant increase in future in the number of such TO-phrases in English to express succinctly in scientific and technological terms this idea of degree. A related use of TO is seen in the collection of phrases in Section 2 under F, all conveying the general meaning 'as required'. This is merely degree to a nominated extent.

to following adjectives and nouns

Movement by way of juxtaposition for comparison may be seen in *It's equal TO this* (§76). This idea is developed in §§77–81, a series of examples showing a TO-phrase following an adjective. A parallel is shown between

They're resistant TO change. (§82)

and, with the corresponding noun taking the place of the adjective,

Their resistance TO change is established. (§83)

The remainder of the subsections in Section 1 show mainly nouns which are followed by TO. It is still possible to trace the idea of movement or destination except, perhaps, in §94, where the notion is one of accompaniment:

He fell asleep TO the sound of thunder.
He awoke TO the tinkle of crockery.

second section

Some reference has already been made to this section. It is arranged according to the direction of movement suggested by the combination of verb and TO-phrase. Where possible physical and demonstrable uses precede the entirely abstract. The first presentation in Section 2 of a meaning which has been illustrated in Section 1 may apparently cover the same ground. For example, movement downwards is illustrated in Section 1 by *bring*, *drink*, *drain* (§33 – Pattern 1) and with intransitive construction by *fall*, *sink*, *drop* (§32 – Pattern 2). These verbs appear again in Section 2, where downward movement is illustrated under D, but in general Section 2 presents examples of the close connexion between particular verbs and specific TO-phrases. The number of verbs which can be substituted for *reduce* and *fall* in the sentences which follow is extremely limited

Pattern 1: *This reduced the supply of metal TO a trickle.*
Pattern 2: *The supply of metal fell TO a trickle.*

and choice is even more restricted in the case of:

Pattern 1: *They fought the enemy TO the last man.*
Pattern 2: *They fought TO the last man.*

INTO

The prepositions dealt with in this book are presented in alphabetical order with the exception of the sixth and last: INTO. The reason for this exception is that, both in form and in meaning, INTO is a combination of IN and TO, and it seemed reasonable to deal first with the elements of the combination.

The basic idea represented by INTO is fairly simple: movement towards a destination which involves enclosure. INTO plays the same part in relation to IN as TO does in relation to AT. *He is going TO the door – He is AT the door* is paralleled by *He is going INTO the room – He is IN the room.* (In the field of abstract vocabulary, however, the relationship of INTO and IN is more regular than that of TO and AT.) INTO, as we could have foreseen, fits particularly well into the two sentence patterns used for illustration of the meanings of TO:

Pattern 1: *He took them INTO the room.*
Pattern 2: *They went INTO the room.*

In a few cases TO and INTO are interchangeable (*We change the liquid TO/INTO a gas* – TO B16; INTO §43) but this is rare. As a rule one or other is used according to the 'destination', and it is interesting to compare the abstract destinations possible with TO and those possible with INTO. In general it may be that the English speaker sees the destination after TO as a point, that after INTO as an area. But the same abstract noun may in one context represent a point – the end of the line –

This reduced them TO despair. (D20)

while in another context it may represent an area – a bottomless slough –

They sank INTO despair. (§52)

Activating the use of prepositions

The preposition **at**

Mainly demonstrable in class

1 **at** a point in space

He's *at the door.*
She was *at the window.*
He's *at the table.*
She was *at the desk.*
She was *at the fire.*
He's *at the entrance.*
He's *at the centre* (of the room).
She was *at the exit.*
He's *at Death's door* (fig.).

i. PUT the subject into the plural.
ii. SUBSTITUTE '*their*' for '*the*' (omit last four).

2 **at** a part of the body

It's *at your feet.*
He was *at your elbow.*
He's *at your side.*
She was *at your back.*
It's *at your heels.*
It's *at hand.*
The dog was *at heel.*
They're German *at heart.*
The cow has a calf *at foot.*

i. DRAW a sketch to illustrate all examples except the last two.

3 **at** a line

He's *at the wall.*
She's *at the board.*
They're *at the fence.*
They're *at the river.*
She's *at the hedge.*
He's *at the railway line.*
They're *at the seaside.*
They were *at the water's edge.*

i. INSERT '*standing*', '*sitting*'.

4 **at** a position

They're *at the front* (of the queue).
They were *at the back* (of the queue).
We're *at the rear* (of the queue).
They were *at the centre.*
You're *at the end* (of the queue).
They're *at the extremities* (of the queue).

i. PUT into the singular.

5 **at** a point in time

It arrived *at 5.13.*
It arrives *at 5.30.*

6

He came *at once.*
He's left *at last.*

They arrive *at 10.15.*
They arrived *at 10.50.*
They phoned you *at a quarter past two.*
They found him *at twenty to ten.*

i. CHANGE to: '*I'll meet you at . . .*'

He left *at length.*
He found us *at long last.*
He phoned him *at the last moment.*
He found them *at the last minute.*

i. TRANSPOSE the AT phrase to the beginning.

7

At present he's here.
At the present time he isn't here.
At the moment she's absent.
At the present moment they're missing.
At this minute I can't say where they are.
At the (*that*) *time* I didn't know.

i. TRANSPOSE, putting the AT phrase at the end.

8 **at** an angle

It is *at an angle.*
It was *at an angle of 90°.*
It is *at an angle of 19°.*
It is *at an angle of 18°.*
It was *at an angle of 80°.*

i. PRACTISE by varying numbers.

Mainly non-demonstrable

9

At the age of thirteen he was delicate.
At the age of thirty he was robust.
At 14 she was fat.
At 40 she was slim.

i. PRACTISE varying numbers and adjectives.

10

I'll be there *at* (*the*) *New Year.*
He'll be here *at Easter.*
We'll be there *at Whitsun.*
They'll be here *at Christmas.*

i. CHANGE to '*on New Year's Day*' (omit Whitsun).

11

He sits *at breakfast.*
She sat *at lunch.*
We'll meet you *at tea.*

12

You saw him *at breakfast time.*
We saw them *at lunch-time.*
They found him *at tea time.*

We'll meet again *at dinner.*
We met *at supper.*

i. REPEAT in the negative interrogative.

They phoned them *at dinner-time.*
We'll meet him *at supper time.*
Brush your teeth *at bath time.*
Clean your teeth *at bedtime.*
Brush your teeth *at all times.*

i. TURN into the interrogative form.

at points in space *(occupation overlay)*

13 place and occupation noun

They were *at table.*
They're *at home.*
She's *at school.*
He's *at church.*
He was *at college.*
She was *at the university.*

i. PUT into the negative.
ii. TURN into a question: '*Were they ... ?*'

14 **at** a gathering

You'll see him *at the wedding.*
You'll see them *at the meeting.*
You'll meet them *at the party.*
You met him *at the dance.*
You met them *at the match.*
You saw him *at the tournament.*
You met her *at the final.*
They wore them *at the game(s).*
They lost them *at the races.*
She bought them *at the flower show.*
They bought them *at the market.*

i. TURN into the question form.
ii. TURN into the negative form.

15

They're *at work.*
They were *at play.*
She's *at practice.*
He's *at cricket.*
They were *at football.*
They're *at basketball.*
They sat *at chess.*
He sits *at cards.*
She's *at prayers.*
He was *at games.*

i. CHANGE to the negative.
ii. INSERT '*often*', '*never*', '*sometimes*'.
iii. CHANGE to: '*I saw them at ...*')

16 **at** a point *(the point at the end)*

They were *at the end* (of the journey).
They were *at the terminus.*
They were *at their destination.*
It was *at its source.*
It was *at its mouth.*
He was *at the sword's point.*
They were *at the goal.*
They're *at the* (*winning*) *post.*
We were *at a loose end* (fig.)

i. RESTATE in the negative form.

17 **at** a house or shop

They weren't *at home.*
They're not *at 32 Kent Street.*
They aren't *at the farm.*
There aren't many *at the shop.*
There weren't any *at the store.*
There weren't any *at the grocer's.*
There aren't any *at the butcher's.*
There weren't any *at the newsagent's.*
There aren't any *at the baker's.*

i. PUT into the simple future tense.
ii. RESTATE in the affirmative.
iii. CHANGE to: '*They met them at . . .*')

18

We were early *at the rendez-vous.*
We're earlier *at the meeting place.*
We'd be *at the supply point.*
We were *at the turning point.*
It's *at danger point.*
They're *at a critical point.*

i. PUT into the simple future tense.

19 **at** this *(nominated)* distance *(demonstrate first three)*

They're *at a distance of 3 ft* from the table
at 6 ft from the table.
at nine feet.
They opened fire *at a range of 200 yards.*
They opened fire *at 200 yards range.*
They opened fire *at 200 yards.*
They fired *at point blank* (*range*).
They fought *at close quarters.*

i. PRACTISE by changing the numbers in the first six examples.

20 **at** the join

It's weak *at the join.*
They're thick *at the joint.*
It's wide *at the intersection.*
They're narrow *at the junction.*
It's feeble *at the juncture.*
They're busy *at the cross-roads.*

i. SUBSTITUTE the comparative of the adjectives.

21 **at** towns *(not large)*

Their house is *at Windsor.*
The house was *at Gloucester.*
Their houses are *at Worcester.*
The house was *at Berwick.*
Their house is *at Derby.*
They're studying *at Oxford.*

i. RESTATE in the negative.

22

We saw him *at the sale.*
We saw them *at the zoo.*
We saw them *at the theatre.*
We saw him *at the cinema.*
We saw him *at the fair.*

23a **at** one end

It roared *at arm's length.*
It rode *at anchor.*
They're *at the end of their tether.*
They were *at their last gasp.*
They're *at their wit's end.*
It turned *at bay.*

23b **at** the other end

He held him *at arm's length.*
He held them *at bayonet point.*
He holds them *at pistol-point.*
He held him *at sword's-point.*
He held them *at bay.*

at with points in time *(continued)*

24 **at** points (*in the day*)

She woke *at first light.*
He rose *at dawn.*
She got up *at sunrise.*
They woke *at sunup* (U.S.).
They dressed *at peep of day.*
She ate *at midday.*
He ate *at noon.*
It pours *at dusk.*
It purrs *at twilight.*
They walk *at evening.*
They woke *at dark.*
They slipped out *at last light.*
They slipped out *at nightfall.*
They awoke *at moonrise.*
They awake *at midnight.*
They crept out *at dead of night.*
Exception: They slept out *at night.*

i. READ ALOUD beginning each sentence with the prepositional phrase.

25 **at** intervals

They cheered *at intervals of 5 minutes.*
They jeered *at times.*

They choked *at moments.*
They joked *at odd moments.*
They walked *at random.*
They worked *at will.*
They help *at need.*
It'll do *at a pinch.*
It'll do *at a stretch.*

i. REPEAT beginning with the prepositional phrase.

26 time (continued—*See Oral practice chart overleaf*)

At first.	*At (long) last.*
At first sight (light)	*At last light (sight)*
At birth.	*At death.*
At the earliest.	*At the latest.*

27

At the start (of the race).	*At the finish* (of the race).
At the beginning of the year (January).	*At the end* (of August).
At the commencement (of his speech).	*At the conclusion* (of his speech).
At the opening (of proceedings).	*At the close* (of proceedings).
At the outset.	
At the birth of the prince.	*At the death* of the king.
At the onset of the disease.	
At the outbreak of the disease.	*At the termination* (of the enterprise).
At the inception (of the enterprise).	*At the completion* of the work.
At the point of departure.	*At the departure* of the convoy.

i. COMPLETE the sentences begun above.

28 **at** an angle (*continued*)

It goes off *at a tangent.*
It approaches *at a gradient of 1 in 100*
It descends *at an incline of 1 in 5.*

i. PUT into the simple past tense.
ii. PRACTISE by changing numbers.

Oral practice chart

HORIZONTAL = Points of beginning and ending VERTICAL = Points in degree
AT CENTRE = Points of intersection

At its highest point. —
At melting-point. —
At the melting-point of titanium.
At boiling-point. —
At this pressure. —
At this temperature. —

D At the head of the department.
At the top (summit, peak, apex).
D At (the) most.
E At (the) best.
G At the prime.
R At their finest (clearest).
E At its fullest development.
E At his most inspired moments.
At the utmost.
At the maximum.
At maximum output.
At greater heights.
At great heights.
At the height of his career.
At the highest pitch.
At a high figure.

At higher prices. —
At a high price. —
At this price. —
At these prices. —

A At first.
At the start of the race.
At the beginning of the race.
At the commencement of the race.
At the opening of the door.
At the earliest (convenience).
At birth.

At first sight/light.
At arrival.

At the outset.
At the outbreak.
At the onset.
At its inception.

B At last
(At long last.)
At the finish of the race.
At the end of the race.
At the completion of the work.
At the latest.
At death.
At the death of the.
At last sight/light.
At departure.
At the departure of the convoy.

At the conclusion of the speech.
At its termination.

At 80 m.p.h.

C
At the centre.
At the junction.
At the intersection
At the cross-roads.
At sea-level.
At the middle price.
At the crossing.
At the meeting point.
At this juncture.

At this stage.

A TIME TIME B

PLACE PLACE At length.

At intervals.

At one remove.

At short notice.

At this point.
At this juncture.
At the turning point.
At the point of no return.

At the ends.
At the extremities.

At this temperature. —
At this pressure.

At 40 m.p.h.

At lower prices.
At a low price.
At this price.

At this figure.
At this depth.
At greater depths.
At great depths.

At 20 m.p.h.

At dew point. —
At this stage. —
At freezing-point. —
At its lowest point. —

E At a minimum (rate/output).
At his least inspired moments.
At (the) worst (cheapest).
At (the) least.
At the bottom/base/foundation.
At the root (of the matter).
E At rock bottom.

i. DRILL ON THE PATTERNS:
a From first to last.
From the start to the finish.
From the least to the most.
b From the very first to the very last.
ii Put *very* in front of noun in A, B, C, wherever there is an article.
iii Put *right* in front of the whole phrase in A, B, C, where there is an article.

29 **at** a price

They're selling *at 2/- a dozen.*
They're buying *at 3/6 a pair.*
They were selling *at 5/- a pound.*
We bought them *at a dollar a pound.*
We sold them *at 5c. a foot.*

i. RECAST on the pattern:
At 2/- a dozen they're not cheap.

30

We'll sell *at the price.*

We'll sell *at the figure.*

We'll sell *at* (*the*) *valuation.*

i. CHANGE 'We'll' to 'They'd'.

31

We'd sell *at a price.*
We'd sell *at a higher price.*
We'd sell *at that figure.*
We'd sell *at a higher figure.*

i. CHANGE '*We'd*' to '*They'll*'.

32

We'd sell *at a loss.*
We'll sell *at a profit.*
We'd sell *at a gain.*
We'll sell *at a discount.*
We'd sell *at a premium.*
We'll sell *at cost.*
We'd sell *at face value.*
We'd sell *at par.*
We'll sell *at valuation.*

i. RECAST on the pattern '*They were sold at a loss*'.
ii. SUBSTITUTE 'buy' for 'sell' throughout.

33 miscellaneous

They were *at a loss.*
Maintain output *at any cost.*
Contain output *at all costs.*
They came and went *at will.*
They came and went *at whim.*

34

They'll do it *at their cost.*
They'd do it *at their expense.*
They'll do it *at their risk.*

35

They've bought *at current rates.*
They bought *at normal rates.*
They worked *at penalty rates.*

They'll do it *at the owner's risk.*
They'll do it *at their own risk.*

i. PUT into the negative.

They sold *at a higher rate.*
They're sold *at a lower rate.*

i. USE the verbs in the passive voice: *They've been bought at current rates.*

36 **at** a rate (*rate is seen as a point on a scale or dial*)

They were travelling *at 13 miles an hour.*
They were travelling *at 30 miles an hour.*
They were driving *at 14 miles an hour.*
They were driving *at 40 miles an hour*, etc.

i. SUBSTITUTE *15*, *50*, *16*, *60*, etc. for figures given.

37

They came *at a snail's pace*
They came *at a walk.*
They came *at a run.*
They departed *at the double.*
They departed *at a gallop.*

i. INSERT appropriate adjectives after '*A*' (omit first and fourth).

38

They worked *at a steady pace.*
They worked *at a steady speed.*
They walked *at a steady rate.*
They orbited *at a steady velocity.*
They progressed *at a steady momentum.*

i. SUBSTITUTE '*fast*', '*slow*' and '*given*' for '*steady*'.
ii. SUBSTITUTE '*this*', '*that*', '*their former*' for '*a steady*'.

39

They were away *at top speed.*
They were on the way *at full speed.*
They are on their way *at full steam.*
They went by *at full stretch.*
They departed *at full throttle.*
They ran *at full tilt* into the door.
They dive *at full bore* (coll.).
They drive *at full blast* (coll.).

i. How many of the above can use '*half*' for '*full*'?

40

The liquid is *at boiling-point.*
The vapour was *at flash-point.*
This gas is *at the point of condensation.*

The liquids are *at freezing-point.*
The temperature was *at dew point.*

i. MAKE sentences beginning with the AT phrase. e.g. *At boiling-point, vapour is given off.*

41a **at** a point on a scale

At 400°C the action ceases.
At 2000°C the metal melts.
At 200 pounds per square inch the valve opens.
At 400 m.p.h. the switch operated.
At 20,000 ft. oxygen is required.
At 5,000 revolutions the machine vibrates.
At 50,000 sets a year, a profit is possible.

i. CHANGE to: *At a temperature of 400°C* the action ceases.
ii. INSERT '*more than*', '*less than*', between the preposition and the number following it.

41b

It's true *at a given time.*
It's true *at a given moment.*
It's true *at a given speed.*
It's true *at a given pressure.*
It's true *at a given temperature.*

i. CHANGE *a* into *any.*

42 *Any point on a dial* **at** if viewed as a point

Now she's at 50 (coll.).
.... at 3,000 deg. C. (coll.).
.... at 5,000 revolutions (coll.).
.... at 200 lbs. pressure (coll.).

43

I'd say £500 *at a guess.*
I'd say 5 tons *at an estimate.*
I'd say 13 miles *at an approximation.*
I'd say 30 miles *at a venture.*

i. INSERT '*rough*' before the final noun (omit last).

44 **at** the instrument of control

Who's *at the wheel?*
Who was *at the controls?*
Who's *at the tiller?*
Who was *at the helm?*
Who's *at the switch?*
Who was *at the switchboard?*

45

He drank it *at a* (*single*) *gulp.*
He's drunk it *at a* (*single*) *draught.*
He's eaten them *at a* (*single*) *swallow.*
He ate them *at a* (*single*) *bite.*
They've eaten them *at a* (*single*) *sitting.*

i. ANSWER the question using a general term e.g. '*driver*'.

They worked 12 hours *at a stretch*.
He killed two *at a throw*.
He killed them *at a* (*single*) *blow/stroke/strike*.
He killed them *at one fell swoop* (prov.).
He saw the situation *at a glance*.
He killed them *at a* (*single*) *swipe/sweep*.

i. SUBSTITUTE '*one*' for '*a single*' (omit last two).
ii. ADD '*all*' after the direct object (first five only).

46

He crossed the room *at one bound*.
He crossed the stream *at one leap*.
He crossed the passage *at one stride*.
He crossed the path *at one hop*.

i. SUBSTITUTE '*a*' and '*a single*' for '*one*'.

47

He'll stop *at a sign*.
He'd stop *at a touch*.
He'd stop *at a wink*.
He'd stop *at a nod*.
He'd run *at the drop of a hat*.

i. REPLACE the prepositional phrase with a clause: *He'll stop if someone made a sign*.

48

He hesitated *at the sight of her face*.
She paused *at the sound of his voice*.
He stopped *at the sound of her laughter*.
They turned *at the click of her heels*.
He smiled *at the touch of her hand*.

i. RECAST on the pattern: '*I couldn't help smiling at ...*'.

49

He did it *at considerable inconvenience*.
He's doing it *at great inconvenience*.
He did it *at very great inconvenience*.
She was *at pains* to do the job properly.

i. ADD a phrase such as '*to himself*' (omit last).
ii. RECAST on the pattern: *He went to considerable inconvenience*

50

He's *at your service.*
He was *at your command.*
They are *at your pleasure.*
They were *at your disposal.*
They were *at your bidding.*
They are *at your mercy.*
They were *at your beck and call.*

i. RECAST on the model: *These will be at your service.*

ii. RECAST on the model: *It will be done at your command.* (Omit first and last examples).

51

It'll be done *at your request.*
This'll be done *at your suggestion.*
That'll be done *at your instance.*
These'll be done *at your behest.*
This was done *at your demand.*
Those'll be done *at your volition.*
That'll be done *at your instigation.*
This'll be done *at your discretion.*
These'll be done *at your dictation.*
This'll be done *at the slightest provocation.*
These'll be done *at the request of all concerned.*

i. REREAD in negative form.

ii. RECAST using a clause to replace the prepositional phrase: e.g. *It'll be done when you request it.*

52

It's *at a stop.*
It was *at a standstill.*
They're *at a halt.*
They were *at an impasse.*
They're *at a deadlock.*
They were *at rest.*

i. SUBSTITUTE '*They came to* (*a*) ....'

53

They are sailing *at high tide.*
They were sailing *at low tide.*
They are sailing *at the flood.*
They were sailing *at the ebb.*

i. CHANGE to: '*They sail in at ...*'.

54 **at** a point of removal

I had it *at first hand.*
I heard it *at second hand.*
He had it *at third hand.*
He heard it *at fourth hand.*
I had it *at one remove.*

i. REPEAT adding phrase with *from* e.g. *from his father.*

55

They're *at fault.*
We're *at an advantage.*
We were *at a disadvantage.*
We're *at a disability.*

i. TURN into negative thus: *They're not at fault in this.*

56 **at** a point where two wills meet and divide

Agreement – We're *at one* on this.
We're *at peace*.

57 Disagreement—
They're *at variance* on this.
They were *at enmity* on this.
We were *at issue* on these.
They're *at give and take* on this.
We were *at war*.

58
They were *at odds* on this.
They're *at cross purposes* on these.
You're *at loggerheads* on this.
You were *at daggers drawn* on these.
You're *at sixes and sevens* on this.

59

Finally, for those uses where the idea of a point appears non-existent (Key phrase: *at large*).

They're *at sea*.
They were *at liberty*.
They're *at large*.
They're *at leisure*.
They were *at ease*.
They're *at peace*.
They were *at war*.
At all events.
(Not) *At all*.

The preposition **in**

Mainly demonstrable in class

1

It is *in a box.*
It was *in a tin.*
It was *in a drawer.*
It is *in the cupboard.*
It is *in a pocket.*
It was *in a case.*
It was *in the refrigerator.*

i. PUT into the plural: *They are in boxes.*
ii. CHANGE to (*a*) the negative and (*b*) the interrogative.
ii. CHANGE to: *Put it in*(*to*) *a box. Take it out of the box.*

2

There is water *in the cup.*
There is water *in the glass.*
There was water *in the jug.*
There is water *in the bottle.*
There is water *in the pot.*
There was water *in the tube.*
There was water *in the pipe.*
There is water *in the bucket.*
There was water *in the tub.*
There was water *in the bath.*
There was water *in the well.*
It's *in the melting-pot* (fig.).

i. ADD question tags.
ii. CHANGE to two negative forms.
  a There's no water ... is there?
  b There isn't any water ... is there?
  and give the short form answer, *Yes there is. No there isn't.*
iii. CHANGE to: *Pour it into the cup.*

3

The sugar is *in the bag*.
The cocoa was *in the packet*.
The coffee was *in the parcel*.
The rice is *in the basket*.
The coal was *in the sack*.
The books were *in the case*.
The clothes were *in the valise*.
He had a finger *in the pie* (fig.)

i. CHANGE to the interrogative negative.
ii. CHANGE to: *Can you put it into the bag*.
iii. CHANGE to: *There's sugar in the bag* (omit last).

4

We are *in the room* now.
We are *in the schoolroom* now.
We are *in the corridor* now.
We are *in the headmaster's office*.
We are *in the corner of the room*.
We are *in the building*.

i. CHANGE to: *We went out of the room*.
ii. CHANGE to negative interrogative.
Aren't they in the room? Of course they are.
iii. CHANGE to the future tense omitting *now*.

5

We are *in the playground*.
We were *in the field*.
We were *in the park*.
We are *in the garden*.
We were *in the meadow*.
We were *in the paddock*.

i. REPEAT adding *sometimes, always, never*.
ii. CHANGE to: *We went into the playground*.

6

There's dirt *in the water*.
There's sand *in the oil*.
There's sugar *in the mixture*.

There's milk *in the tea.*
There's salt *in the stew.*
There's pepper *in the porridge.*
There's sugar *in the petrol.*
He's *in hot water* (fig.).
He's *in his element* (fig.).

i. ADD '*some*' before first noun (first four).
ii. PREFIX 'I think' to the sentences.
iii. ADDING question tags, change to the negative using 'any'.

7

He has a book *in his hand.*
He had a book *in his hands.*
He had a chair *in his arms.*
He has my hand *in his grip.*
He had a cigarette *in his mouth.*
He had my book *in his possession.*

i. CHANGE to the interrogative and negative.
ii. CHANGE to the interrogative negative.

8

Fold it *in two.*
Cut it *in three.*
Chop it *in four.*
Break it *in five.*
Bend it *in eight.*

i. CHANGE to: *Can you fold it in(to) two parts*?
ii. PUT into the simple future and past tenses supplying a subject.

9

Put them *in a heap.*
Put them *in a pile.*
Arrange them *in sets* of five.
Arrange them *in bundles* of five.
Arrange them *in bunches* of five.
Arrange them *in clusters* of five.

i. CHANGE to: *Put them into heaps.*
ii. CHANGE to: *They are in a heap.*

10

He's *in the way.*
They are *in your way.*
They were *in his way.*
He was *in the road* (coll.).

i. REPEAT using all forms of the possessive adjective with *way* only.

11

You'll find it *in your book.*
You'll find it *in today's paper.*
You'll find it *in the magazine.*
You'll find it *in the letter.*
You'll find it *in the report.*
You'll find it *in the photograph.*
You'll find it *in the picture.*
You'll find it *in the sketch.*
You'll find it *in the plan.*
You'll find it *in the diagram.*
You'll find it *in the scriptures.*
You are *in his good books* (fig.).

i. REPEAT adding *on page 16* (first 5 only).
ii. CHANGE to: *It is in your book. Look it up in your book* (omit last).

12

It's *in the light.*
It was *in the sunlight.*
It is *in the dark.*
It was *in the shadow.*
It stood *in the shade.*
He stood *in the gloom.*
He sees things *in a new light* now (fig.).
In the light of this information we'll change our plans (fig.).

i. ADD *always, sometimes, now* (omit last two).
ii. CHANGE to interrogative negative.

13

Make your 'th' *in this way.*
Move your tongue *in this fashion.*

He always speaks *in this strain.*
He always speaks *in this vein.*

14

The picture is *in the frame.*
He's standing *in the doorway.*
He's sitting *in the window.*
He's standing *in the entrance.*
He's standing *in the gateway.*
He's *in a happy frame of mind* (fig.).

i. CHANGE to: *He's standing at the doorway* (omit first and last). What is the difference in meaning?

15

He's *in his seat.*
He's *in the chair.*
He was *in the armchair.*
He was *in the saddle.*
He was *in the driver's seat.*
She was *in the back seat.*

i. CHANGE to: *He got into his seat.*
ii. CHANGE to the interrogative negative form.

16

They're *in a circle.*
They're *in a group.*
He's *in the middle* of the group.
She's *in the centre* of the group.
He's *in the front* of the group.
She's *in front* of the group.
He's *in the midst* of the group.

i. CHANGE to the negative form of the future and simple past.

17 SKETCH OF PLAN OF HOUSE. MOVE FIGURES ABOUT,

Is there anyone *in the house?*
Is there anyone *in the kitchen?*
Is there anyone *in the lounge?*
Is there anyone *in the library?*
Is there anyone *in the bathroom?*

Is there anyone *in the bedroom?*
Is there anyone *in the living-room?*
Is there anyone *in the drawing-room?*

i. REPLY to the questions in the following patterns:
No, there isn't. There's nobody in the house.
Yes, there is. There's somebody in the house. Jim is.
No, there isn't. There isn't anybody in the house.
ii. SUBSTITUTE *no-one*, *someone*, *anyone* in i.

18

There is someone *in the house.*
There is someone *in the shop.*
There is someone *in the building.*
There is someone *in the garage.*

i. CHANGE to: *There's somebody in the front of the house.*
There isn't anybody at the back of the house.

19 (Dictation-sound element *bird's* is not plural form)

The bird is *in the cage.*
The dog is *in the kennel.*
The horse is *in the stable.*
The pig is *in the pig-sty.*
The cow is *in the cowshed.*
The rabbit is *in his warren.*
The lion is *in his den.*

i. PUT all nouns into the plural and add question tags (omit last two).
ii. CHANGE to the negative interrogative adding question tags.
iii. CHANGE to: *The bird is out of the cage.*

20

Please write *in ink.*
Please write *in pencil.*
Please draw *in crayon.*
Please draw *in chalk.*

i. REPEAT adding an adjective of colour.
ii. REPEAT adding direct objects.

21

The key fits *in the hole.*
The window fits *in the groove.*
The flap fits *in the slit.*
The lock fits *in the slot.*
We are *in the groove* (coll.).
We were *in a rut* (coll.).

i. CHANGE to: *It is in the hole. Put it into the hole* (omit last two).

22

Put them *in place.*
Put them *in position.*
Put them *in order.*
Put them *in numerical order.*
Put them *in alphabetical order.*
Put them *in chronological order.*
Put them *in series.*
Put them *in order of size.*
Put them *in order of preference.*

i. CHANGE to: *Put them into place.*
ii. CHANGE to: *a They aren't in place.*
b They're out of place (omit last two).

23

Come in *in pairs.*
Come in *in twos.*
March in *in threes.*
March in *in a line.*
March in *in (a) single file.*
Sit *in lines.*
Sit *in rows.*

i. CHANGE to: *Arrange them in pairs. Put them into pairs.*

24

Come in *in order.*
Come in *in turn(s).*
Come in *in succession.*
Come in *in rotation.*

Come in *in sequence.*
They're *in progression.*
Come in *in procession.*

i. RESTATE on the pattern: *They're out of order* (omit last).

25 USE MAP – POINTING TO VERY LARGE CITIES
He will live *in New York.*
He will live *in Paris.*
He will live *in Berlin.*
He will live *in Tokio*, etc.

i. PREFIX: *I am sure* adding *the heart of* after *in.*
ii. TRANSPOSE: *He would like to live in New York.*

26
Say it *in English.*
Say it *in French.*
Say it *in German.*
Say it *in Spanish.*
Say it *in Japanese.*
Say it *in your mother tongue.*

i. CHANGE to the simple past tense: *He said it ...*
ii. CHANGE to: *Translate it into English.*
iii. CHANGE to: *I did well in English* (omit last).

27
Write it *in longhand.*
Write it *in script.*
Write it *in shorthand.*
Write it *in letters 6″ high.*
Write it *in block letters.*
Write it *in capitals.*

28
Give me the change *in pennies.*
Give me the change *in shillings.*
Give me the change *in pound notes.*
Give me the amount *in cash.*
Give me the amount *in small change.*

i. PREFIX *Can you ...* adding *please.*
ii. CHANGE to: *He changed them into pennies.*

29

Give me the answer *in figures.*
Give me the answer *in pounds.*
Give me the answer *in miles.*
Give me the answer *in an equation.*
Give me the answer *in a formula.*

i. CHANGE to: *Put the answer into figures.*

30

It is measured *in drops.*
It was measured *in teaspoonfuls.*
It is measured *in handfuls.*
It was measured *in cupfuls.*

i. CHANGE to: *Was it measured in drops?*

31

I spoke *in a whisper.*
I am speaking *in a low voice.*
I speak *in a low tone.*
He spoke *in a loud voice.*
He speaks *in an undertone.*

i. CHANGE tense to simple present where necessary adding *always, never, frequently, usually.*

32

He gave you this *in the place of* that.
He came *in my stead.*
He gave you that *in return for* that.
He gave you this *in exchange for* that.
He gave you this *in lieu of* that.

i. SUBSTITUTE nouns of your own choosing for *this* and *that.*

33

There's a break *in the line.*
There's a loop *in the line.*
There's a curve *in the line.*
There's a bend *in the line.*
There was a bend *in the road.*

There's a knot *in the string.*
There's a tangle *in the string.*
There's a hole *in the road.*
There's a scratch *in the record.*

i. RESTATE in three ways in the negative form (*no*, *not*, *not any*).

34 standing at the window

Is there anyone *in the grass* over there?
Is there anyone *in the bushes* over there?
Is there anyone *in the trees* over there?
Is there anyone *in the woods* over there?
Is there anyone *in the foliage* over there?
Is there anyone *in the jungle* over there?
Is there anyone *in the bush* over there?

i. ANSWER in the negative then in the affirmative.

35

You come to school *in shirt and trousers.*
You come to school *in frocks and blouses.*
You come to school *in boots and shoes.*
You come to school *in socks or stockings.*
You come to school *in hats or caps.*
The boys are *in shirt sleeves.*
I wouldn't like to be *in your shoes* (fig.).

i. CHANGE to: *You are in shirts and trousers* (omit last).
ii. CHANGE to: *You change into shirts and trousers* (omit last three).

36

He reached the door *in a bound.*
He reached the door *in a leap.*
He reached the door *in a stride.*

i. SUBSTITUTE *one* for *a.*
ii. INSERT '*single*' after '*a*'.

37 in size

It's 30 inches *in length.*
It's 13 inches *in width.*
It's 13 inches *in breadth.*

It's 3 inches *in height.*
It's 6 inches *in thickness.*
It's 16 inches *in depth.*
It's 60 square feet *in area.*
It's 60 cubic inches *in volume.*
They are 16 *in number.*

i. CHANGE to: *It's 30 inches long* (omit last three).

38

Come *in this direction.*
Go *in that direction.*
Walk *in a northerly direction.*
Walk *in the direction* of the door.
Walk *in the direction* of the window.

i. CHANGE to: *It's not in this direction. Point in this direction.*

39

The wind is *in the east.*
The wind was *in the west.*
The wind was *in the south.*
The wind is *in the north.*

i. CHANGE to: *The wind came from the East.*
ii. CHANGE to: *The wind was in the easterly quarter.*

40 USE MAP

I live *in this neighbourhood.*
I live *in this vicinity.*
I live *in this area.*
I live *in this district.*
I live *in these parts.*
I live *in (the State of) Maine.*
I live *in this country.*

i. REPEAT to contrast with: *I'm leaving this neighbourhood.*
ii. CHANGE to: *I live in the neighbourhood of the hospital* (first three only).

41

There's a perfume *in the air.*
There's oxygen *in the atmosphere.*
There are clouds *in the sky.*
What's *in the wind* (fig.)?

42

The bowl is *in motion.*
The ball is *in movement.*
The ball is *in play.*
The bowl is *in transit.*
The ball is *in full swing* (fig.).

43

She's holding her dog *in her arms.*
She's holding her doll *in a tight embrace.*
She's holding her dog *in a tight hug.*
She and her doll are *in a tight huddle.*

44

They're *in reach.*
They're *in view.*
They're *in sight.*
They're *in range.*
They're *in hearing.*
They're *in earshot.*
They're *in coo-ee* (Aust.).

i. CHANGE to: *They are out of reach* (omit last).
ii. CHANGE to. *We are within reach of the teacher* (omit last).

45

She's *in the tennis team.*
He was *in the rowing crew.*
They're *in the French class.*
She's *in the school choir.*
He was *in the school orchestra.*

i. CHANGE to: *She was a member of the tennis team.*

46 **in** an attempt/**in** the attempt

In an effort to strike a match,
I burnt my finger.
In an endeavour to strike a match,
I burnt my finger.
In an attempt to strike a match,

I burnt my finger.
In a bid to strike a match,
I burnt my finger.

47
He has a cut *in his hand.*
He has a pain *in his leg.*
She had a pain *in her knee.*
He has a wound *in his back.*
He had a limp *in his walk.*
I had an impediment *in my speech.*

i. CHANGE first four to: *He has a boil on his hand.*

48
Sit *in the sun.*
Sit *in the warmth.*
Take a seat *in the sunlight.*
We saw them *in the moonlight.*
We saw them *in the starlight.*
We saw them *in the twilight.*
We saw him *in the gloaming* (Scot.).

49
I can't see them *in the smoke.*
He can't see them *in the mist.*
She can't see him *in the fog.*
You can't see them *in the haze.*
The planes were *in the clouds.*
Their heads are *in the clouds* (fig.).

i. CHANGE to: *We flew into the smoke.*
and: *They disappeared in the smoke.*

Mainly non-demonstrable

50
We saw him *in the glare* of the headlights.
They lived *in the glare* of publicity (fig.).
We changed the plan *in the light* of this information (fig.).

We caught them *in the headlights.*
He's always *in the limelight* (fig.).

51

It's reflected *in a mirror.*
It's deflected *in a mirror.*
It's reflected *in a looking-glass.*
It's reflected *in the window.*

52

They're *in a crowd.*
They're *in the crowd.*
They're *in a group.*
They're *in the group.*
They're *in a cluster.*
They're *in the cluster.*
They're *in the multitude.*
They're *in the gathering.*

i. DRAW diagrams to show the difference in meaning between the first 3 pairs of sentences.

53 synthesis: Carmen

They walked arm *in arm.*
They walked hand *in hand.*
She had red blood *in her veins.*
She had a flower *in her hair.*
She had a cigarette *in her mouth.*
She had a knife *in her hand.*
She had her tongue *in her cheek.*
She had a glint *in her eye,*
and murder *in her heart.*

54 **in** a vehicle

He sat *in the car.*
He sat *in the cart.*
He sat *in the bus.*
He sat *in the carriage.*
He sat *in the tram.*
He sat *in the train.*

He sat *in the plane.*
We're all *in the same boat* (fig.).

i. CHANGE to: *He got into the car.*

55

I am *in a suit.*
She's *in a frock.*
He was *in a hat and coat.*
He was *in an overcoat.*
He was *in a white tie and tails.*
He was *in armour.*
They were *hand in glove* (fig.).
It was Puss *in Boots* (prov.).

i. CHANGE to: *I am wearing a suit* (omit last two).
and *I wore a suit.*

56

He was *in pyjamas.*
He was *in slippers.*
He was *in shorts.*
He was *in long pants.*
He was *in night attire.*
She was *in slacks.*
They were *in rags and tatters.*
She was *in red, white and blue.*
She was *in mourning.*

i. CHANGE to: *He wore pyjamas.*
ii. CHANGE to: *You look funny in pyjamas* (omit last three).

57 synthesis

He's *in pyjamas*
in the bed
in the lounge
in a deep sleep.

58

There are weeds *in the wheat.*
There were weeds *in the rice.*
There are weeds *in the rye.*

There were weeds *in the pasture.*
There are flowers *in the grass.*
There are bees *in the clover.*
There were birds *in the trees.*
He is *in clover* (fig.).

i. ADD 'crop' to the first three.
ii. CHANGE to: *The sheep are in the wheat* (omit last two).

59

We were *in the hold* of the ship.
We were *in the bow(s)* of the ship.
We were *in the bowels* of the ship.
We were *in the stern.*
We were *in the forecastle.*
We were *in the engine room.*
We were *in the crew's quarters.*

i. CHANGE to: *They gathered in ......*

60

What's new *in the statement?*
What's news *in the speech?*
What's new *in the interview?*
What's news *in the talk?*
What's new *in the evidence?*
What's news *in the communique?*

i. CHANGE to: *There was nothing new in the statement.*

in with **time**

61

We're *in April* now.
It was *in September.*
It was *in 1960.*
It was *in September 1960.*

i. PREFIX: *I think ... I'm sure ...*
ii. ADD *the month of* or *(of) the year.*

62

They met *in the spring of 1915.*
They met *in the summer of 1950.*
They met *in the autumn of 1916.*
They met *in the winter of 1960.*

i. CHANGE to: *It's spring now.*
ii. CHANGE to: *We are in spring now.*

63

We are leaving *in two minutes.*
We are leaving *in thirteen minutes.*
We are leaving *in thirty minutes.*
We are leaving *in an hour and a half.*
We are leaving *in three weeks.*

i. CHANGE to the tense: *We'll be leaving in ...*
ii. RE-READ adding *at the outside* and *at the most.*

64

I'll be there *in a second.*
I'll be there *in a moment.*
We'll be there *in a minute.*
We'll be there *in no time.*
We'll be there *in a little while.*
We'll be there *in a tick* (coll.).

i. CHANGE to: *We'll be arriving in a second.*
ii. CHANGE to: *I'll be back in a second.*

65

We'll finish it *in an hour.*
We'll furnish it *in a day.*
We'll furnish it *in a month.*
We'll finish it *in the lunch hour.*
We'll finish it *in the dinner hour.*

i. SUBSTITUTE *complete* for *finish* and *them* for *it.*

66 Phonemic contrast

They'll fell it *in a few minutes.*
They'll fill it *in a few hours.*

They'll feel it *in a few days.*
They'll fill it *in a few weeks.*

i. SUBSTITUTE *a matter of* for *few*.

67 Synthesis

In the mornings in spring we walked *in the fields in the hail.*
In the afternoons in summer we worked *in the meadows in the heat.*
In the evenings in autumn we walked *in the park in the rain.*
In the afternoons in winter we worked *in the woods in the snow.*
In the afternoons in the fall (U.S.) we walked *in the forest in the sleet.*

68

Jack'll be 16 *in a year's time.*
Jean'll be 17 *in three years' time.*
Joan'll be 19 *in five years' time.*
Jane'll be 90 *in ten years' time.*
You'll be shaving *in two years' time.*
You'll be saving *in two years' time.*

i. CHANGE to: *We'll be going home in a year's time.*

69

I would do it *in my spare time.*
I would do it *in my leisure.*
I would do it *in working hours.*
I would do it *in the holidays.*

i. PREFIX: '*If I were you*'....

70

In the meantime, we'll watch.
In the interval, we'll wash.
In the lull, we watched.
In the interim, we washed.

71

In the beginning everything was all right.
In the past everything was all right.
In the future everything will be all right.
In the short run everything will be all right.
In the long run everything will be all right.
In the end everything will be all right.

72

It happens once *in a while.*
It happened once *in a decade.*
It happens once *in a lifetime.*
It happens once *in a century.*
It happens once *in a blue moon* (fig.).

i. Add *or twice* after *once* (omit first and last).

73

It couldn't have happened *in the pre-war period.*
It couldn't have happened *in the post-war period.*
It couldn't have happened *in the Victorian era.*

74

You're *in your teens.*
She's *in her thirties.*
He's *in his forties.*
It happened *in the thirties.*
It happened *in the fifties.*

i. EXPAND: *You're between 13 and 19 years of age.*

75

Things were different *in Shakespeare's day.*
Things were different *in my day.*
Things were difficult *in my parents' day.*
Things were different *in my young days.*
Things were different *in the good old days.*
Things were different *in his hey day.*

i. REPEAT bringing the prepositional phrase to the beginning.
ii. ADD *so very.*

76

He was gone *in a flash.*
He was gone *in a trice.*
He was gone *in the twinkling of an eye.*
He was gone *in two shakes of a lamb's tail.*
He was gone *in less time than it takes to tell it.*

i. CHANGE to: *He disappeared in a flash.*

77

Hold your ruler to show a fall of *one in ten.*
Hold your ruler to show a drop of *one in five.*
Hold your ruler to show a rise of *one in two.*
Hold your ruler to show an incline of *one in three.*
Hold your ruler to show a gradient of *one in five.*

i. INSERT *in the proportion* then *in the region* before *of.*

78

One student *in three* failed.
One student *in two* passed.
The river falls one inch *in the mile.*
He will pay one shilling *in the pound.*
He will pay fifteen shillings *in the pound.*

i. CHANGE to: *The rate of failure is one in three.*

79

Sign your name *in duplicate.*
Sign your name *in triplicate.*
Sign your name *in quadruplicate.*
Sign your name *in quintuplicate.*

i. CHANGE to: *Sign your name twice, in ink.*

80 synthesis

You're *in safety in a doorway in an earthquake.*
You're *in danger in a street in an earthquake.*
You're *in security in an entrance in an earthquake.*
You're *in peril in the vicinity of tall trees in an electric storm.*
You're *in jeopardy in the neighbourhood of ironstone in an electric storm.*

i. ADD *a place of, a position of* after the first *in.*
ii. ADD *case of* after the last *in.*
iii. CHANGE the verb to the past tense. What other changes are necessary?

81

We are forty *in all in this class.*
This figure is *in brackets.*
The figure is *in parentheses.*

82

There're three *l's in 'parallel'.*
There's one *r in 'around'.*
There're two *a*'s *in 'separate'.*
There're two *m*'s *in 'accommodation'.*
There're two *c*'s *in 'accommodation'.*
The *e* comes before the *i in 'receive'.*

83

There's a *7 in this number.*
There's no *7 in this series.*
There's no *x in this expression.*
There's no new boy *in this group.*
There's no shilling *in these coins.*

i. CHANGE to a variety of affirmative forms: *There are two 7's in this number.*

84

There's a mistake *in this word.*
There's a mistake *in this line.*
There's a mistake *in (the) spelling.*
There's a mistake *in (the) addition.*
There's a mistake *in (the) subtraction.*
There's a mistake *in (the) multiplication.*
There's a mistake *in (the) division.*

i. CHANGE to: *You made a mistake in this word.*
CHANGE to: *If you make a mistake in this word you must correct it.*

85

There's an error *in this line.*
(There's a mistake *on* this page).
There's a mis-statement *in this article.*
There is an error *in this report.*
There is a half-truth *in this book.*
There's a flaw *in your reasoning.*

i. CHANGE to the plural form of the first noun.
ii. INSERT *far too many* before the plural of the first noun.

86

You are not *in private* now.
You are *in company.*
You are *in public.*
I would not say *in your absence,*
anything I would not repeat *in your presence.*
He was there *in person.*
He was present *in the flesh.*
He was *in attendance.*

i. CHANGE to: *He said it in private* (omit last three).

87 sketch

In the beginning we expect some teething troubles.
In the initial stages we expect teething troubles.
In the intervals we will evaluate progress.
In the middle of the experiment the principal problems should be resolved.
In the intervening stages the principal problems should be resolved.
In the final stages success is assured.
In the upshot we count on success.
In the outcome we shall succeed.

i. DESCRIBE an industrial process using all or some of the *in* phrases.

88 **in** with condition

The cup is *in pieces.*
Their cups are *in bits.*
The cup is *in fragments.*
Their cups are *in smithereens* (coll.).
The cups are *in ruins* (coll.).

i. CHANGE to: *The cup broke to pieces* (omit last).

89

The clothes are *in rags.*
The cloths are *in tatters.*
Their clothing is *in shreds.*
Their clothes are *in threads.*
The cloths are *in ribbons.*

The cloths are *in strips*.
Their clothes are *in ruins* (coll.).

i. CHANGE to: *The clothes were torn to rags* (omit last).

90

They march *in step*.
They sang *in time*.
They sing *in tune*.
They sang *in harmony*.
They moved *in rhythm*.
They sing *in unison*.
They sang *in chorus*.

i. CHANGE to: *They kept in step* (omit last).

91

My nails are *in a dirty condition*.
My nails are *in a filthy state*.
My nails are *in a nice state*.

i. CHANGE to: *My nails are in too dirty a condition*.

92 physical position

He's *in the school*.
He's *in the college*.
He's *in the hospital*.
He's *in the prison*.
He's *in the court*.
He's *in the church*.

i. ADD *building* or *house* (omit last).

93 occupation and condition

He's *in school*.
He's *in college*.
He's *in hospital*.
He's *in prison*.
He's *in court*.
He's *in church*.

i. CHANGE to: *He's been to school*.
ii. CHANGE to: *They are out of school*.

94

Jean is *in a dream*.
Joan is *in a daydream*.
Jane is *in a doze*.
Jim was *in a daze*.
George is *in a deep sleep*.

Reg is *in a trance.*
Jan was *in a coma.*

i. USE the present continuous '*Jean is dreaming*' where possible.

95

The sugar's *in solution.*
The clay is *in suspension.*
The patient is *in isolation.*
The student works *in seclusion.*
The student works *in solitude.*

i. CHANGE to: *The sugar has been kept in solution.*

96

Everything's *in order.*
Everything was *in disorder.*
Everything was *in confusion.*
Everything is *in a mess.*
Everything was *in a muddle.*
Everything is *in an uproar.*
He is *in a fix.*

i. CHANGE to: *Nothing is in order* (omit last two).

97

In fact the number is about halved.
In reality the number is about halved.
In practice the figure is about half.
In effect the figures are about halved.
In theory the figure is about half.

i. ADD a phrase with *of* after *number*, e.g. *the number of cases ...*

in + Gerund

98–1

I threw the key on the table *in passing.*
I picked the key up off the table *in passing.*
I slipped the key in the drawer *in passing.*
I said 'Hullo' *in passing.*

i. CHANGE *in passing* to *as I passed.*

98–2

In opening the door, I hit my head.
In opening the door, I hurt my head.
In opening the door, I hit my face.
In opening the door, I hurt my face.
In opening the door, I knocked the basket over.

i. REPEAT putting the *in*-phrase at the end of the sentence.
ii. REPEAT changing *opening* to *shutting*.
iii. BEGIN each sentence with: *In the course of opening* (*closing*).

98–3 contrast with **on** (1)

In opening the door, I broke the lock.
On opening the door, I heard footsteps.
In writing it down, I made a mistake.
On writing it down, I saw my mistake.
In drawing the plan, I altered it.
On drawing the plan, I realized its advantages.

For *in* phrases substitute a *while* clause; for *on* phrases substitute a *when* clause.

98–4 contrast with **on** (*2*)

In considering this case, we must keep all the facts in mind.
On considering the case, we found we had not sufficient information.
On consideration of the case, a decision was made.
In saying farewell, I would like to thank you all.
On saying farewell, he received a gift.
In welcoming Miss X to the staff, he expressed a hope that she would be happy.
On welcoming Miss X to the staff, they gave a tea party.

EXERCISE as for 3 (above).

99

In infancy they are harmless.
In babyhood they harm us.
In childhood they are thankless.
In youth they thank us.
In adolescence they are painless.
In their prime they pain us.

In maturity they are painless.
In old age they pain us.
In our dotage they are painless.

i. CHANGE the prepositional phrase to a time clause. *When ....*

100

The peach trees are *in bud.*
The beech trees are *in leaf.*
The beech trees are *in flower.*
The peach trees are *in bloom.*
The peach trees are *in fruit.*
Peaches are *in season.*

i. CHANGE to: *Peach trees are in bud in the spring.*

101

He told us *in secret.*
He told us *in confidence.*

102

We leave *in haste.*
We live *in a hurry.*
We leave *in a rush.*
We live *in a flap* (coll.).
We leave *in a panic.*

i. ADD *always, usually, never.*
ii. CHANGE to the present continuous tense.

103

Tom is *in a temper.*
Peter is *in a pet.*
Harry went off *in a huff.*
Reg is *in a rage.*
Frank is *in a frenzy.*
They said it *in anger.*
They said it *in jest.*
They are *in trouble.*
They were *in bother.*

104 contrast

In the race he fell.	He was Caucasian *in race.*
In the competition he failed.	He was *in competition* with us.
In the battle he fell.	He was tested *in battle.*

105

The cistern is still *in use.*
The system is still *in being.*
The cistern is still *in existence.*
The system is still *in force.*
The cistern is still *in action.*
The cistern is still *in commission.*
The system is honoured more *in the breach* than *in the observance.*

i. CHANGE to: *The cistern has been in use for a long time* (omit last).

106 degree

(I am *in agreement* with you).
I agree with you *in part.*
I disagree with you *in some degree.*
I agree with you *in some small measure.*
I disagree with you *in greater measure than formerly.*

i. CHANGE to: *It's true in part.*
ii. CHANGE to: *It's valid in part.*

107

(Do you mind our singing?)
Not *in the least.*
It's pleasant *in the extreme.*

108 commercial

Mr. Smith is *in charge of* our office.
Mr. Jones is *in charge of* the files.
Mr. Box is *in charge of* the store.
Miss French is *in control of* the typing pool.
Mr. Fox is *in control of* the petty cash.
Mr. Fox has ten shillings *in reserve.*
The petty cash account is *in credit.*
The rent is *in arrears.*
Mr. Fox keeps expenditure *in check.*

i. CHANGE to: *Our office is in THE charge of Mr. Smith* (first three only).

109 amounts

Chain stores buy goods *in quantity.*
in bulk.
in wholesale lots.
in large numbers.
in huge quantities.

i. CHANGE to: *If we could buy in quantity, we could sell more cheaply.*

110

Chain stores sell goods *in small quantities.*
in small numbers.
in small lots.
in single units,

i. CHANGE to: *If we bought in small quantities our selling price would rise.*

111

Some things are always *in stock.*
in hand (in bond).
in demand.
in short supply.
in over supply.

i. CHANGE *always* to *never.*

112 general

The wise take things *in moderation.*
in small doses.
The unwise consume *in large doses.*
in abundance.
in excess.

113

In Jack's case we must make allowances for sickness.
In Jim's case we must make allowances for his lack of talent.
In Jane's case we must make allowances for her youth.

i. CHANGE to: *in the case of Jack ...*

114

In particular, I object to being called by my first name.
In that case I can't help you.

In cases like these, there is no easy solution.
In this sense there is no problem.
In this matter, outside opinion is not welcomed.
In this question, outside opinion is not welcomed.
In this affair, outside opinion is not welcomed.

115 **in** correspondence

Our office is *in correspondence* with clients.
These phrases are often used *in the correspondence:*
In answer to your question ...
In reply to your letter ...
In acknowledgement of your order ...
In confirmation of your telephone call ...

116 slotting

They're different *in this respect.*
in very few respects.
in certain aspects.
in some respects.
in many respects.
in all respects.
in every respect.

117

These two tools are similar *in shape.*
in form.
in colour.
in hardness.
in price.
in cost.
in workmanship.
in style.
in function.

118

This car is outstanding *in design.*
in power/weight ratio.
in economy.
in value.
in performance.
in comfort.

in speed.
in efficiency.
in acceleration.
in road-holding qualities.
in its ability to hold the road.

119

	PHYSICAL characteristics	MENTAL characteristics	SOCIAL characteristics
The twins are			
alike	*in appearance.*	*in character.*	*in status.*
similar	*in features.*	*in temperament.*	*in rank.*
dissimilar	*in looks.*	*in mind.*	*in prestige.*
the same	*in face.*	*in talent.*	*in standing.*
not the same	*in physique.*	*in insight.*	*in politeness.*
	in stature.	*in their impatience.*	*in punctuality.*
	in height.	*in their ability to ...*	*in experience.*
	in weight.	*in their inability to ...*	
	in size.	*in their attitudes to food.*	
	in figure.	*in breadth of outlook.*	
	in dress.	*in ability to find excuses.*	
	in behaviour.		
	in manner.		

120 **in** a condition and **out of** a condition

He's alternately *in love* and out of love.
He's alternately *in debt* and out of debt.
He's alternately *in trouble* and out of trouble.
He's alternately *in luck* and out of luck.
He's alternately *in favour* and out of favour.
He's alternately *in danger* and out of danger.
The horse is alternately *in condition* and out of condition.
He's alternately *in practice* and out of practice.

Is he *in his element?* Is he out of his element?
Is he *in his right mind?* Is he out of his mind?
Is he *in his right senses?* Is he out of his senses?

121 life's ups and downs

She's always *in the fashion*, never out of fashion.

She's always *in character*, never out of character.
She's always *in pain*, never out of pain.
I'm *in sympathy* with the young.
I'm out of sympathy with the young.
They kept it *in repair* but now it's out of repair.
They kept them *in control* but now they're out of control.
They kept them *in hand* but now they're out of hand.

122 **but** in these examples **in** and **out of** mean the same

I said it *in spite*.
(I said it out of spite).
I said it only *in haste*.
(I said it only out of haste.)
He said it *in dread* of you.
(He said it out of dread of you.)

123 contraries

In rain and (*in*) *shine*.
In sickness and (*in*) *health*.
In joy and (*in*) *sorrow*.
In war and (*in*) *peace*.
In life and (*in*) *death*.
In poverty and (*in*) *prosperity*.
In poverty and (*in*) *luxury*.
In famine and (*in*) *plenty*.
In youth and (*in*) *age*.
In mind and (*in*) *body*.
In mind and (*in*) *spirit*.
In speed and (*in*) *accuracy*.
In laughter and (*in*) *tears*.

i. REPEAT omitting second *in*.
ii. MAKE UP sentences using these phrases, e.g.
They pushed on in rain and in shine.
iii. MAKE UP sentences using these phrases, with 'both' e.g. *in both rain and shine*, *both in rain and shine*.

124 reinforcement

In happiness and (*in*) *health*.
In mirth and (*in*) *feasting*.
In mirth and (*in*) *jesting*.

In poverty and (*in*) *misery.*
In idleness and (*in*) *sloth.*
In education and (*in*) *upbringing.*
In peace and (*in*) *plenty.*
In peace and (*in*) *harmony.*
In prayer and (*in*) *supplication.*
In prayer and (*in*) *meditation.*
In rank and (*in*) *status.*
In ruin and (*in*) *desolation.*
In storytelling and (*in*) *feasting.*
In fun and (*in*) *games.*
In honour and (*in*) *truth.*
In difficulties and (*in*) *distress.*
In agony and (*in*) *terror.*
In doubt and (*in*) *despair.*
In doubt and (*in*) *darkness.*
In horror and (*in*) *anguish.*
In spirit and (*in*) *truth.*

Exercises as for the contraries above.

125 in all ...

In all likelihood my horse will fall down and break its neck!
In all probability he'll be there before we are.

WE MAY USE *in* WITH *all* with any quality.

Here's the rose I plucked for you *in all its freshness.*
in all its colour.
in all its perfection.
in all its glory.
in all its beauty.

126

This film shows war *in all its horror.*
in all its ghastliness.
in all its cruelty.
in all its anguish.
in all its terror.
Here comes my daughter *in all her youth.*
in all her vigour.
in all her liveliness.

in all her elegance.
in all her beauty.
in all her loveliness.

127 with qualities we cherish in social matters

To tell the truth ...	*In all truth ...*
To be fair ...	*In all fairness ...*
To be just ...	*In all justice ...*
To be frank ...	*In all frankness ...*
To be honest ...	*In all honesty ...*
To be decent ...	*In all decency ...*
To have a conscience in this.	*In all conscience ...*
We may have been serious.	(I said it *in all seriousness.*)
We may have been earnest.	(I said it *in all earnestness.*)
We may have been innocent.	(I said it *in all innocence.*)
We may have been modest.	(I said it *in all modesty.*)

128

They worked up to their elbows *in grease.*
They worked elbow-deep *in grease.*
They walked up to their ankles *in water.*
They walked ankle-deep *in water.*
They walked up to their knees *in water.*
They walked knee-deep *in water.*
They struggled on up to their waists *in water.*
They struggled on waist-deep *in water.*
They straggled on up to their chests *in water.*
They straggled on chest-deep *in water.*

The preposition **of**

Mainly demonstrable in class

A **This is a part** (countable) **of that** (usually countable noun)

1

This is a leg *of the chair.*
This is the back *of the chair.*
This is the seat *of the chair.*

i. REPEAT on the pattern:
The chair has a leg.

2

The floor *of the room* is dirty.
The ceiling *of the room* was dirty.
The walls *of this room* are green.
The windows *of the room* were clean.
The corners *of the room* are clean.

i. RECAST on the model:
The room has a floor.

ii. CHANGE the final noun to the plural. Make other necessary changes.

4 dictation

The bottom *of the box* is green.
The top *of the box* was clean.
The lid *of the box* is hollow.
The outside *of the box* was yellow.
The corners *of the box* are lead.
The sides *of the box* were red.

3

That's the top *of the basket.*
That's the bottom *of the basket.*
This is the base *of the bucket.*
These are the sides *of the basket.*
This is the back *of the basket.*
That's the front *of the basket.*
This is the handle *of the basket.*
That's the body *of the basket.*
That's the inside *of the basket.*
That's the interior *of the basket.*
This is the outside *of the basket.*
This is the exterior *of the basket.*
That's the surface *of the basket.*

i. REPEAT on the model:
Has the basket a top?

ii. PUT the first noun in the plural. Make other necessary changes.

5 uncountable final noun

We've a leg *of mutton.*
We had a roast *of beef.*
We've a shoulder *of mutton.*
We had a shin *of beef.*
We've a side *of lamb.*

i. A butcher describes the contents of his shop: 'We've legs of mutton', etc.

ii. PUT EX I into the negative form using '*no legs*'.

B **'of'** with **dates**

6

Today is the first *of June.*
Yesterday was the tenth *of February.*
Last Sunday was the fourteenth *of July.*
Tomorrow will be the twentieth *of August.*
Next Sunday will be the thirtieth *of September.*

C **'of'** followed by **pronouns**

7

It's one *of these.*
It was one *of those.*
It was one *of mine.*
It's one *of his.*
It's one *of hers.*
It was one *of ours.*
It's one *of yours.*
It was one *of theirs.*

i. CHANGE to: *It belongs to these.*
ii. CHANGE to: *They're friends of mine* (omit first two).

8

One *of us* must go.
Two *of you* must go.
Three *of them* had to go.
Not one *of us* must go.
None *of us* must go.
One *of those* will do.
All *of these* will do.

i. READ in a form to give the opposite meaning: *One of us needn't go* (omit last two).
ii. REPEAT on the pattern: *One of my friends must go.*

D **'of'** following **numbers, fractions** or **equivalents**

9

One *of my eyes* hurts.
One *of my ears* hurts.
One *of my teeth* hurts.
One *of my arms* hurts.
One *of my feet* hurts.
One *of my legs* hurts.

i. REREAD substituting *both* for *one of.*
ii. ADD clause in keeping with tense and sense:
e.g. ... *so I'm going to the doctor.*

10

Here's a pair *of shoes.*
Here's a pair *of pants.*
There's a pair *of gloves.*
It's a pair *of trousers.*
Here's a couple *of coins.*
Here's a number *of pins.*

i. RESTATE in the plural form: *Here're several pairs of shoes,* then in the past tense (omit last two examples).

11 fractions

A half *of it* is bad.
A half *of four* is two.
A fifth *of the total* is lost.
A tenth *of those* are present.
A half *of a half* is a quarter.

i. REREAD inserting 'only' (omit last).

12

One *of your friends* said so.
One *of your family* says so.
One *of your brothers* says so.
One *of your sisters* said so.
One *of your acquaintances* said so.

i. REREAD substituting other numbers for *one*.
ii. REREAD substituting *all, several, many* for *one*.

13

I want one *of the two.*
I want one out *of the two.*
I want one out *of every two.*
He wants two *of the three.*
She wants two out *of three.*
He wants two out *of every three.*

E Containers, collections and units of countable and uncountable nouns

14 countable final noun

Here's a box *of matches.*
There's a packet *of pegs.*
Here's a pack *of cigarettes* (U.S.).
That's a pound *of potatoes.*
Where's a bag *of onions?*
There is a hundredweight *of nails.*
There's a ton *of ground-nuts.*

i. REPEAT in the negative: *There isn't a box of matches here* and *There are no boxes of matches here.*

15 uncountable final noun

This is a bottle *of water.*
That's a packet *of starch.*
There's a pound *of rice.*
Where's a gallon *of petrol?*
There is a hundredweight *of coal.*
There's a ton *of gravel.*
There's a foot *of wire.*

i. PUT into the plural.
ii. PUT into the interrogative.

16 -ful

This is a handful *of peas.*
I have a mouthful *of pins.*
He has a handful *of pencils.*
She has an armful *of clothes.*

17 -ful

Here's a handful *of earth.*
He has a mouthful *of water.*
He has a handful *of dirt.*
She has an armful *of clothing.*

She has a bagful *of sweets.*
She has a cupful *of beans.*
They have a jarful *of onions.*

He had a bagful *of sand.*
He has a cupful *of flour.*
They have a bottleful *of vinegar.*

i. Put into the plural: *handfuls of peas.*

18

Here's a heap *of pins.*
There's a pile *of pegs.*
Here's a stack *of books.*
There was a bunch *of carrots.*
Here's a pack(age) *of letters.*
There's a pack *of cards.*
He was a bundle *of nerves* (fig.).

i. PUT into the plural: *Here are heaps of pins* (omit last example).

19

There's a heap *of stuff.*
There's a pile *of dust.*
There was a pack(age) *of salt.*

F Determiners of countable and uncountable nouns

20

A few *of these* are enough.
Fewer *of these* are enough.
Some *of these* are enough.
Enough *of these* will do.
Sufficient *of these* will do.
Several *of these* will do.
Plenty *of these* will do.
More *of these* will do.
Many *of these* will do.
A lot *of those* won't do.
A great many *of those* won't do.

i. RESTATE in the form: *There are a few of these* and *There is a little of this* (omit example with 'much').

ii. RESTATE on the pattern: *We have a few of these* and *We have a little of this* (omit example with 'much').

21

A little *of this* is enough.
Less *of this* is enough.
Some *of this* is enough.
Enough *of this* will do.
Sufficient *of this* will do.

Plenty *of this* is needed.
More *of this* will do.
Much *of this* will do.
A lot *of that* won't do.
A great deal *of that* won't do.

G Countable pieces and units of uncountable substances

22 solids

It was a piece *of iron.*
It's a bit *of iron* (coll.).
It was a fragment *of steel.*
It's a splinter *of wood.*
It was a sliver *of metal.*
It was a strip *of cloth.*
It was a shred *of cloth.*
It's a wisp *of hair.*
It's a scrap *of paper.*
It's a roll *of paper.*
It's a lump *of wood.*
It was a hunk *of bread.*
It was a chunk *of cheese.*
It was a crumb *of bread.*
It was a slice *of toast.*
It was a fibre *of wool.*
It's a length *of wire.*
It's a sample *of plastic.*
It was a particle *of glass.*
It's an atom *of iron.*
It was a molecule *of silica.*
He's a chip *of the old block* (prov.).

23 liquids

It's a drop *of blood.*
It was a spot *of blood.*
It's a dab *of paint.*
It's a drip *of water.*
It's a splash *of ink.*
It was a blot *of ink.*
It was a puddle *of water.*
There's a pool *of water.*
There was a shower *of rain.*
It's a clot *of blood.*
It was a smear *of oil.*

24 powders

It's a grain *of salt.*
It's a bit *of sugar.*
It's a speck *of dust.*
It was a pinch *of salt.*
It's a lump *of pepper.*
It was a mess *of dirt.*

i. REPEAT adding question tags.
ii. PUT into the plural.
iii. REPEAT in the negative.

Mainly non-demonstrable

H Measures of countable and uncountable things

25

He had a stick *of candy.*
He has a ball *of string.*
He has a reel *of cotton.*

She had a lock *of hair.*
He had a stick *of solder.*
She had a skein *of wool.*

i. PUT into the plural.
ii. CHANGE to: *He had a dozen sticks of candy.*

26 countable final noun

It was an ounce *of biscuits.*
It was a pound *of peas.*
It was a hundredweight *of tomatoes.*
It was a ton *of potatoes.*

27 uncountable final noun

It was an ounce *of tobacco.*
It was a pound *of sugar.*
It was a hundredweight *of coal.*
It was a ton *of rubbish.*
It was an inch *of wire.*
It was a foot *of string.*
It's a yard *of cloth.*

i. CHANGE to: *Have you an ounce of biscuits* (*tobacco*)*?*

28 countable final noun

That's a load *of stones.*
This is a load *of rocks.*
This is a carload *of appliances.*
That was a truckload *of bricks.*
That's a cartload *of tools.*
That's a waggonload *of pipes.*
That was a trainload *of sheep.*
That was a shipload *of cars.*

29 uncountable final noun

That's a load *of stone.*
This is a load *of rock.*
This is a carload *of apparatus.*
That was a truckload *of clay.*
That's a cartload *of manure.*
That's a waggonload *of newsprint.*
That was a trainload *of equipment.*
That was a shipload *of sulphur.*

i. PUT into the plural form.
ii. RECAST in the past tense, using *take, bring, deliver, buy, sell.*

I 'of' with countable and uncountable nouns (continued)

30 glasses and something to put in them

There's a large number *of glasses* and a large amount *of lemonade.*
There's a supply *of glasses* and a supply *of lemonade.*
There's an excess *of glasses* and an excess *of lemonade.*

i. ADD *too, also, as well.*

31 no glasses and nothing to put in them

There's a shortage *of glasses* and a lack *of lemonade.*
There's an insufficiency *of glasses* and an insufficiency *of lemonade.*

32 countable final noun

There are all sorts *of pins.*
Here are three kinds *of pens.*
There were all types *of coats.*
There were all kinds *of cots.*

33 uncountable final noun

There are all sorts *of coke.*
There were three kinds *of cork.*
There were all types *of coke.*
There were all kinds *of cork.*
There are many sorts *of paper.*
There were many kinds *of pepper.*

i. REPEAT on the patterns: (*a*) *There are many different sorts of pins.*
(*b*) *What sort* OF PIN *is this?*

34

It's a sort *of pill.*
It's a kind *of peel.*
It's a type *of hill.*
It's a variety *of heel.*

35

It was a sort *of flour.*
It was a kind *of medicine.*
It was a type *of ice.*
It was a variety *of rice.*

i. PUT into the plural.
ii. RECAST on the pattern: *There are all sorts of pills.*

J Drills with 'of' and the compound noun

36

It's the nail *of a finger.*	It's a *finger nail.*
It's the nail *of a thumb.*	It's a *thumb nail.*
It's the nail *of a toe.*	It's a *toe nail.*
It's the lid *of an eye.*	It's an *eyelid.*
It's the lash *of an eye.*	It's an *eyelash.*
It's the brow *of an eye.*	It's an *eyebrow.*
It's the cap *of a knee.*	It's a *knee cap.*
It's the blade *of a shoulder.*	It's a *shoulder blade.*
It's the bone *of my shin.*	It's my *shinbone.*
It's the bone *of my cheek.*	It's my *cheek bone.*

i. PUT into the plural form:
They're the nails of my fingers. They're my finger nails.

37 mainly with clothing

Put it in the pocket *of my coat.*	Put it in my *coat pocket.*
Put it in the pocket *of my overcoat.*	Put it in my *overcoat pocket.*
Put it in the pocket *of my shirt.*	Put it in my *shirt pocket.*
Put it in the pocket *of my trousers.*	Put it in my *trousers pocket.*
Put it in the pocket *of my pyjamas.*	Put it in my *pyjama pocket.*
Put it in the pocket *of my dressing-gown.*	Put it in my *dressing-gown pocket.*
That's the band *of my hat.*	That's my *hat band.*
That's the collar *of my shirt.*	That's my *shirt collar.*
They are the laces *of the shoes.*	They are the *shoe laces.*
It's the point *of a pin.*	It's a *pin point.*
It's the head *of a pin.*	It's a *pin head.*
It's the neck *of the bottle.*	It's a *bottleneck* (fig.).
It's the switch *of the electric light.*	It's the *electric light switch.*

i. PUT both sides into the plural, then into questions.

38 sketch of house

This is the door *of the bathroom.*	Who was at the *bathroom door?*
This is the well *of the lift.*	Who were at the *lift well?*
This is the wall *of the dining-room.*	This is the *dining-room wall.*
This is the ceiling *of the drawing-room.*	This is the *drawing-room ceiling.*

39

It's a tie made *of silk.*	It's a *silk tie*
It's an eye made *of glass.*	It's a *glass eye.*
It's a tooth made *of gold.*	It's a *gold tooth.*
It's a pencil made *of lead.*	It's a *lead pencil.*
It's a soup made *of fish.*	It's a *fish soup.*
It's a glove made *of fur.*	It's a *fur glove.*
It's a necklace made *of pearls.*	It's a *pearl necklace.*
It's a bracelet made *of diamonds.*	It's a *diamond bracelet.*

i. PUT into the plural.

ii. PUT into the negative forms: *They're not ties made of silk.*
They're not silk ties.

40

He's a teacher *of school* there.	He's a *school teacher* there.
He's a teacher *of mathematics* there.	He's a *math(s) teacher* there.
He was the teacher *of French* here.	He was the *French teacher* here.
She was the teacher *of science* there.	She was the *science teacher* there.
He is a teacher *of history* here.	He is a *history teacher* here.

i. PUT into the plural.

ii. PUT into the interrogative form.

41

It's a coat made *of wool.*	It's a *woollen coat.*
It's a tie made *of silk.*	It's a *silk tie.*
It was a spoon made *of wood.*	It's a *wooden spoon.*
It was a ring made *of gold.*	It's a *gold ring.*
It was a casket made *of lead.*	It was a *leaden casket.*

i. PUT into the plural, and negative forms.

42

It was a belt *of the skin of a snake.*	It's a *snake-skin belt.*
It's a coat *of the skin of a sheep.*	It's a *sheep-skin coat.*
It's a lining *of the wool of a lamb.*	It's a *lamb's-wool lining.*
It was a brush *of the shell of a tortoise.*	It was a *tortoise-shell brush.*

43

This is the face *of the clock.*	This is the *clock face.*
These are the hands *of the clock.*	These are *clock hands.*
This is the handle *of the door.*	This is the *door handle.*
This is the key *of the door.*	This is the *door key.*
This is a list *of books.*	This is a *book list.*
This is a sharpener *of pencils.*	This is a *pencil sharpener.*

44

It's the top *of a tree.*	It's a *treetop.*
It's the trunk *of a tree.*	It's a *tree trunk.*
It's the stump *of a tree.*	It's a *tree stump.*
It's the nest *of a bird.*	It's a *bird's-nest.*

45

(That's water *from the sea*).	That's *sea-water.*
This is the level *of the sea.*	This is *sea-level.*
(That's weed *from the sea.*)	That's *seaweed.*
That's a slug *of the sea.*	That's a *sea slug.*

46 synthesis

This is the top *of the mountain.*	This is the *mountain top.*
These are the sides *of the mountain.*	These are the *mountain sides.*
This is a chain *of mountains.*	This is a *mountain chain.*
This is a range *of mountains.*	This is a *mountain range.*

47

I want a rule (of a length) *of 12 inches.*	A *15-inch rule* won't do.
He wants an engine *of six cylinders.*	A *4-cylinder engine* won't do.
We want a motor *of eight horsepower.*	A *6-h.p. motor* won't do.
You want a booklet *of 12 pages.*	A *10-page booklet* won't do.
We want a committee *of four men.*	A *three-man committee* won't do.
They want a day *of eight hours.*	A *ten-hour day* won't do.
It takes a load *of six tons.*	It takes a *six-ton* load.
They take ships *of 25,000 tons.*	They take *25,000-ton ships.*
They're building a runway *of six thousand feet.*	They're building a *six-thousand-foot runway.*
They've built a house *of ten storeys.*	It's a *ten-storey* house.

K 'of' with numbers

48 with countable nouns	49
What's the number *of cars?*	What's the number *of the car?*
What's the number *of receipts?*	What's the number *of the receipt?*
What's the number *of tickets?*	What's the number *of the ticket?*
What's the number *of documents?*	What's the number *of the document?*

i. What is the difference in meaning between the pairs of sentences?
ii. PREFIX *I know, I don't know, I remember, I don't remember.*

50

(50 children)	Tens *of children* were riding.
(500 children)	Hundreds *of children* were writing.
(60 children)	Dozens *of children* were writing.
(5,000 children)	Thousands *of children* were hit.
(50,000 children)	Tens *of thousands of children* were hid.
(500,000 children)	Hundreds *of thousands of children* were jeering.
(5,000,000 children)	Millions *of children* were cheering.

i. REREAD repeating the numeral thus: *Dozens and dozens of ...* , with *dozens, hundreds* and *thousands.*

51 synthesis

This is one *of the main events of the school year.*
These are two *of the principal events of the athletic year.*
These are three *of the outstanding events of the musical year.*

i. REREAD changing the numerals.

52 with comparatives and superlatives

The better *of the two* was first.
The best *of the three* was fast.
The best *of all* was faster.
The finest *of all* is first.
The worse *of the two* was fast.
The worst *of the three* is faster.
The worst *of all* was fast.
The least valuable *of all* was first.
The three best *of the bunch* were first (coll.).

i. REPEAT on the pattern: *The better of the two competitors was first.*

L **Increasing abstraction.** Example one

53 saxon genitive	54 demonstrable (*figurative*)	55 personification
It's John's head.	It's the head *of the page.*	He's the head *of state.*
It's Jane's eyes.	It's the eye *of the needle.*	They're the eyes *of the fleet.*
They're Jean's teeth.	They're the teeth *of the saw.*	They're the teeth *of the alliance.*
It's Jane's mouth.	It's the mouth *of the cave.*	
It's John's tongue.	It's the tongue *of the shoe.*	
It's Joan's hand.	It's the hand *of the clock.*	It was the hand *of friendship.*
It's Jan's finger.	It's the finger *of the glove.*	It's the finger *of fate.*
It's John's grip.	It's the grip *of the tyre on the road.*	He was in the grip *of panic.*
It's Janet's arm.	It's the arm *of the crane.*	They're the arm *of the law.* It's the long arm *of coincidence.*

It's John's heart.	London's the heart *of England.*	It was the heart *of the matter.*
It's Jane's foot.	It's the foot *of the tree.*	It was the foot *of time.*
It's Joan's heel.	It's the heel *of the handle.*	They were under the heel *of tyranny.*
It's Jan's bone.		That's the bone *of contention.*
		They're the backbone *of the nation.*
It's Jane's arteries.		They're the arteries *of commerce.*
It's John's breath.	It's the breath *of the furnace.*	It's the breath *of life.*
It's Jane's shadow.		He was the shadow *of his former self.*
It's John's body.	It was in the body *of the car.*	It's in the body *of the act.*
	A body *of men* marched off.	The board is a body *of great influence.*
It was Jane's voice.	It's the Voice *of America.*	It was the voice *of history.*
John's soul.		He was the soul *of honour.*

Example two

56 physical

It was the light *of day.*
It was the light *of the moon.*
It is the light *of the sun.*
It was the light *of the stars.*
It was the light *of a lamp.*
It was the light *of gas.*
It was the light *of torches.*

57 abstract

We did right in the light *of reason.*
We didn't do right in the light *of experience.*
We did wrong in the light *of hindsight.*
We did right in the light *of subsequent events.*

56 only

i. REREAD substituting *from* for *of* (omit first).
ii. MAKE compound nouns: *It is sunlight.*

Example three

58 dimensions (*physical*)

The size *of the cap* was considerable.

59

It was a cap *of considerable size.*

The length *of the gap* was considerable.	It was a gap *of considerable length.*
The breadth *of the hole* was inconsiderable.	It was a hole *of inconsiderable breadth.*
The width *of the trench* was measurable.	It was a trench *of measurable width.*
The depth *of the depression* was immeasurable.	It was a depression *of immeasurable depth.*
The weight *of the foundations* was immeasurable.	It was a foundation *of immeasurable weight.*

60 dimensions (*abstract*)

The length *of his services* compels respect.
The breadth *of his views* compelled respect.
The width *of his experience* has compelled respect.
The width *of his understanding* had compelled respect.
The depth *of his mind* compelled respect.
The depth *of his sympathy* compels respect.

M **'of' follows certain nouns**

61

There's no sign *of an aeroplane.*	There's no sign *of damage.*
There was no trace *of an aeroplane.*	There was no trace *of damage.*

i. PUT into the plural: *There are no signs ...*

There were no indications *of a fight.*	There were no indications *of damage.*
There was no evidence *of flight.*	There was no evidence *of damage.*

ii. SUBSTITUTE *violence*, *haste*, and *panic* for *damage*.

62 countable final noun	63 uncountable final noun
The supply *of chemicals* has been increasing.	The supply *of wire* has been increasing.
The manufacture *of chemicals* is being increased.	The manufacture *of iron* is being increased.
The production *of chemicals* is increasing.	The production *of wood* is increasing.
The import *of chemicals* has been increased.	The import *of wool* has been increased.

The export *of chemicals* has increased.
The surplus *of chemicals* has been increased.
The reserve *of chemicals* is being increased.

The export *of wire* has increased.
The surplus *of ore* has been increased.
The reserve *of iron ore* has been increased.

i. SUBSTITUTE other final nouns for those given.
ii. MAKE sentences: *The increase in the supply of chemicals ...*

N Miscellaneous

64

The city *of Paris* is gayer.
The town *of St. Gallen* was gay.
The village *of Stoke* is grey.
The hamlet *of Penn* was greyer.

i. RESTATE in the negative form.
ii. CHANGE to: *The gaiety of the city of Paris.*

65

The continent *of Asia* has been mapped.
The sub-continent *of India* is being mapped.
The isthmus *of Kra* was being mapped.
The island *of New Guinea* is being mapped.
The Isle *of Wight* has been mapped.

i. CHANGE to: *The mapping of the continent of Asia.*

66 pieces **of** uncountables – link with unit 22

There's not *a scrap of evidence* to support the view.
There was not *a shred of evidence* to support their view.
There's not *a tittle of evidence* to support review.
There's not *a particle of evidence* to report.
There's not *a trace of evidence* to support this view.

i. SUBSTITUTE *truth in the story* in place of *evidence etc.* (omit last).

67

The place *of the meeting* is unknown.
The time *of the meeting* isn't known.
The purpose *of the meeting* is unknown.
The composition *of the meeting* isn't known.
The chairman *of the meeting* is unknown.
The work *of the meeting* isn't known.

i. STATE the details for several meetings using the vocabulary above.

68 it's only a question **of** time

It's a matter *of seconds* to chip them.
It's a matter *of minutes* to ship them.
It's a matter *of hours* to ship them.
It's a matter *of days* to ship them.

i. INSERT (*a*) '*merely*' and (*b*) '*only*'.
ii. SUBSTITUTE *question* for *matter*.

69

The time *of arrival of the train* was altered.
The time *of the departure of the train* is altered.
The time *of the passage of the train* has been altered.
The destination *of the train* is being altered.

70

The arrival time *of the train* was altered.
The departure time *of the train* is altered.
The passage time *of the train* has been altered.
The destination *of the front carriages of the train* is being altered.

i. MAKE sentences: *The alteration in the time of arrival of the train.*

71 degrees **of** probability

There was no certainty *of sleeping*
There's no probability *of slipping*.
There was no likelihood *of sleeping*.
There's no possibility *of slipping*.
There was no uncertainty *of sleeping*.
There's no improbability *of slipping*.
There was no impossibility *of sleeping*.

i. REREAD adding *your* before the final word.
ii. REPEAT aloud on the pattern:
Sleeping isn't certain. Slipping isn't certain.

O 'of' with dimensions and qualities

72 dimensions (*countable final noun*)

What's the size *of the nail?*
What's the length *of the nail?*
What's the breadth *of the nail?*
What's the thickness *of the nail?*

73 uncountable final noun

What amount *of oil* is needed?
What quantity *of water* is needed?
What length *of timber* is needed?
What thickness *of paper* is needed?

What's the width *of the nail?*
What's the weight *of the nail?*
What was the depth *of the hole?*
What was the height *of the house?*

i. ANSWER on the pattern: *It's three inches in length* (omit first example).

What width *of glass* is needed?
What weight *of powder* is needed?
What depth *of water* is necessary?

i. RECAST on the pattern: *What's the amount of oil needed?*

74 qualities

I dislike the shape *of the bucket.*
I like the shape *of the bucket.*
I love the form *of the bracket.*
I know the height *of the bucket.*
I know the width *of the bucket.*
I know the breadth *of the bucket.*
I hate the weight *of the bucket.*
I loathe the colour *of the bucket.*
I appreciate the quality *of the bracket.*
I understand the use *of the bucket.*
I know the price *of the bucket.*

i. PUT into the negative form.
ii. RECAST on the pattern: *The shape of the bucket suits me.*
iii. ADD *I think* to the beginning of each sentence.

75

We know the taste *of water.*
She knew the feel *of water.*
They know the touch *of water.*
They knew the look *of water.*
She knows the smell *of smoke.*
He knew the sound *of brass.*
She knew the odour *of wool.*
They know the appearance *of water.*

i. SUBSTITUTE other uncountable nouns for *water*, e.g. *petrol.*
ii. SUBSTITUTE *like, dislike, love, hate* for *know.*
iii. CHANGE to the pattern: *It has a watery taste.*

76

Do they know the name *of the music?*
Do you like the sound *of the music?*
Did they keep the time *of the music?*
Did they feel the rhythm *of the music?*
Do you like the beat *of music?*
Do you like that bit *of the music?*
Did you dislike the tune *of the music?*
Did you like the loudness *of the music?*
Do you feel the charm *of the music?*
Did you read the score *of the music?*
We were rid of the beginning *of the music.*
We've come to the end *of the music.*

i. SUBSTITUTE *dance, song, movement* for *music.*

77 countable final noun

It has the lightness *of a feather.*
It has the brightness *of a star.*
It had the hardness *of a diamond.*
It has the coolness *of a forest glade.*
It has the dullness *of a clod.*
It has the heaviness *of a metal.*
He had the strength *of ten.*
It has the colours *of a pigeon's neck.*

78 uncountable final noun

It has the lightness *of down.*
It has the brightness *of gold.*
It was the hardness *of steel.*
It had the coolness *of ice.*
It has the dullness *of lead.*
It has the heaviness *of lead.*
It had the transparency *of glass.*
It had the opacity *of wood.*
It has the flexibility *of wire.*
It had the elasticity *of rubber.*

i. CHANGE to the patterns: *It is as light as a feather* and
It is as light as down.

79 uncountable final noun

The colour *of aluminium* is invariable.
The hardness *of copper* is verifiable.
The fracture *of quartz* varies.
The malleability *of lead* is very great.
The ductility *of gold* is very great.
The chemical composition *of pyrites* is verifiable.
The crystalline structure *of tungsten* isn't variable.
The formula *of bluestone* is invariable.

i. Where possible FORM the pattern: *Copper is hard.*

80 uncountable final noun

The characteristics *of rubber* make it valuable.
The properties *of rubber* make it invaluable.
The attributes *of rubber* make it valuable.
The resilience *of rubber* makes it invaluable.
The low conductivity *of rubber* makes it valuable.
The uses *of rubber* are variable.
The functions *of rubber* are valuable.

i. Where possible CHANGE to: *What are the characteristics of rubber?*
ii. ANSWER the questions you form for i.

81

The solubility *of the salt* has been determined.
The composition *of the salt* is being determined.
The reaction *of the salt* was measured.
The purity *of the salt* was being measured.
The density *of the salt* is being measured.

The specific gravity *of the salt* is measured.
The refractive index *of the salt* has been measured.

i. What change of meaning occurs if the final *the* is omitted?
ii. ADD *of lead* after *salt*.

82

The valency *of the element* is ascertained.
The specific gravity *of the element* is being ascertained.
The molecular weight *of the element* has been determined.
The atomic structure *of the element* is being determined.
i. CHANGE to: *The determination of the valency of the element ...*

P 'of' with following noun

83

Of course I can.
Of course he can't.
He did it *of his own accord*.
They did it *of their own volition*.

84

He's a man *of the people*.
They're men *of the world*.
He's the man *of the hour*.
He's a man *of the cloth*.
He was a man *of the law*.
He's a man *of his word*.

85

He's a man *of integrity*.
They're men *of character*.
He was a man *of courage*.
He's a man *of action*.
He was a man *of intelligence*.
They were men *of intellect*.
They were men *of distinction*.
They're men *of mark*.

86

Of course, it was a fault *of her brother(s)*.
Of course it's the fault *of the sister(s)*.
Of course it was the fault *of their parent(s)*.
Of course it's the fault *of the mother-in-law*.
Of course it's the fault *of her brother-in-law*.

i. REDUCE to the apostrophe form:
Of course it was her brother's (brothers') fault.

87

This is *of concern* (to me).	It's not *of concern* to me.	It's *of no concern* to me.
This is *of value.*	It's not *of* (*any*) *value.*	It's *of no value.*
That's *of importance.*	It's not *of importance.*	It's *of no importance.*
This is *of significance.*	It's not *of significance.*	It's *of no significance.*
That's *of relevance.*	It's not *of relevance.*	It's *of no relevance.*

i. READ ALOUD adding a phrase beginning with '*To*':
To you, To our competitors, To the matter in hand.
ii. TRANSPOSE to the pattern: '*This isn't of the slightest concern to me*'.

88

A child *of ten* would know that.
An adolescent *of fifteen* wouldn't know that.
A woman *of thirty* wouldn't know that.
A man *of forty* would know that.
An old man *of seventy* would know that.

i. INSERT '*certainly*' throughout.

89

All *of a sudden ...*
They're all *of a piece.*
They were much *of a muchness.*
They fell all *of a heap.*
They felt all *of a glow.*
They were all *of a twitter.*

90 part

Two letters *of the word* are alike.
Three letters *of the word* are alike.
Two syllables *of the word* are stressed.
Three syllables *of the word* are unstressed.
Four syllables *of the word* are unstressed.

91 quality

It's a word *of two letters.*
'Set' is a word *of three letters.*
'Over' is a word *of two syllables.*
'Entering' is a word *of three syllables.*
'Communicate' is a word *of four syllables.*

i. CHANGE to: *Its a two-letter word.*

92

He likes the colour *of his shirt.*
He likes the quality *of his skirt.*
He likes the cut *of this shirt.*
He likes the style *of this shirt.*

93

He prefers a shirt *of this colour.*
He prefers a skirt *of this quality.*
He prefers a shirt *of this cut.*
He prefers a shirt *of this style.*

Q 'of' following the gerund

94

The playing *of Arrau* is masterly.
The painting *of Rubens* was masterly.
The dancing *of Pavlova* was memorable.
The writing *of Carlyle* was turgid.

i. RECAST on the model: *Arrau's playing is ...*

95

The farming *of rice* began.
The growing *of rye* was begun.
The planting *of rice* had begun.
The watering *of rice* has begun.
The transplanting *of rice* began.
The harvesting *of rye* had begun.

i. TURN noun into verb on the pattern: *They farm rice.*
ii. MAKE compound nouns on the model: *Rice farming.*
iii. MAKE sentences: *The beginning of the farming of rice ...*

96

The treatment *of the material* is completed here.
The preparation *of the material* has been completed there.
The crushing *of the material* was completed here.
The grinding *of the material* had been completed there.
The mixing *of the material* is being completed here.
The heating *of the material* has been completed there.
The baking *of the material* had been undertaken here.
The refining *of the material* was being undertaken.
The classifying *of the material* is undertaken here.
The marketing *of the material* has been undertaken there.

i. SUBSTITUTE *product* for *material.*
ii. With which of the above can 'always' be legitimately used?
iii. DESCRIBE an industrial process you know using a gerund as the subject of each sentence.
iv. CHANGE to: *The completion of the treatment of the material.*

The present participle is not used in the plural at all. Some common plural forms of verbal nouns are set out below. When plural, the *-ing* word stands for the concrete or physical results of the action (exception '*makings*') though there is occasional differentiation between the action and the results (*tailings*, *droppings*, *shavings*).

97 Singular form: *process*	98 plural form: *result*
The *sweeping of the room* took a moment. (*Sweeping the room* took a moment.)	The *sweepings of the room* are easily disposed of.
The *clipping of the hedges* is a yearly task. (*Clipping the hedges* is a yearly task.)	The *clippings of the hedges* are usually burnt.
The *taking of photographs* with a good camera requires practice. (*Taking photos* ... requires practice.)	The *takings of the retail trade* rise over Christmas.
The *booking of seats* is difficult at the last moment. (*Booking seats* is difficult.)	*Bookings* are held in your name.
The *beating of this team* won't be easy. (*Beating this team* ...)	One team took many *beatings*.
The *picking of winners* wasn't easy (coll.). (*Picking winners* wasn't easy.)	The *pickings* went to those who were first (coll.).
The *writing of letters* is time-consuming. (*Writing letters* is time-consuming.)	The *writings of Milton* are in verse and prose.
The *painting of the house* is a matter of *maintenance*. (*Painting the house is* ...)	The *paintings of Corot* are unmistakable.
The *drawing of a head* is difficult. (*Drawing heads* is difficult.)	The *drawings of Leonardo* are his principal work.
The *making of gardens* involves much time and effort. (*Making gardens* ...)	He has *the makings of a fine man*. Have you the *makings of a cigarette?* (coll.).

R Reversing the order of nouns round 'of' changes the sense

99

The love of God does not mean *the god of love.*
The mercy of God does not mean *the god of mercy.*
The hatred of evil does not mean *the evil of hatred.*
The sin of pride does not mean *the pride of sin.*
The friends of my youth does not mean *the youth of my friends.*

100

The measurement *of time ...*	The time *of the measurement ...*
The march *of time ...*	The time *of the march ...*
The man *of the hour ...*	The hour *of the man ...*
The match *of the day ...*	The day *of the match ...*
A hero *of the past ...*	The past *of the hero ...*
The nation *of the future ...*	The future *of the nation ...*
The beginning *of the end ...*	The end *of the beginning ...*

i. COMPLETE the sentences above to show contrast in meaning.

101

The fitness *of women ...*	Women *of fitness ...*
The experience *of man ...*	Men *of experience ...*
The talks *of the author ...*	The author *of the talks ...*
The reading *of literature ...*	The literature *of reading ...*
The task *of review ...*	The review *of the task ...*
The heart *of the problem ...*	The problem *of the heart ...*

i. COMPLETE the sentences above to show contrast in meaning.

S 'of' with particular and general statements

102 particular statements	103 general statements
(*countable final noun*)	(*countable final noun*)
The ... (s) of the ... (s)	the ... of a ... or the ... of -s
The sides *of the bucket* are straight.	The sides *of a bucket* are (always) watertight.

The sides *of the buckets* are straight.	The sides *of buckets* are (always) watertight.
The bottom *of the bucket* is waterproof.	The bottom *of a bucket* is (always) waterproof.
The bottoms *of the buckets* are waterproof.	The bottoms *of buckets* are (always) waterproof.
The handle *of the bucket* is curved.	The handle *of a bucket* is (invariably) curved.
The handles *of the buckets* are curved.	The handles *of buckets* are (invariably) curved.
	i. RESTATE omitting 'always' or its equivalents. Does the meaning change?
The meaning *of the dream* isn't clear.	The meaning *of a dream* isn't (always) clear.
The meanings *of the dreams* aren't clear.	The meaning *of dreams* isn't (always) clear.
The duration *of the dream* was brief.	The duration *of a dream* isn't (always) brief.
The duration *of the dreams* was brief.	The duration *of dreams* isn't (always) brief.
The cause *of the dream* is obvious.	The cause *of a dream* isn't (always) obvious.
The causes *of the dreams* are obvious.	The causes *of dreams* aren't (always) obvious.

104 uncountable final noun the ... of the ...	105 the ... of ...
The cost *of the petrol* will be high.	The cost *of petrol* is (always) excessive.
The quality *of the petrol* will be low.	The quality *of petrol* is (always) variable.
The transport *of the petrol* will be difficult.	The transport *of petrol* is (always) difficult.
The inflammability *of the petrol* will impose problems.	The inflammability *of petrol* (always) imposes problems.

106 with a countable final noun again	107
The function *of the car* is to take me to work.	The function *of a car* is to take its owner to work.
The maintenance *of the car* takes up my weekends.	The maintenance *of a car* takes up the owner's weekends.
The upkeep *of the car* takes my spare cash.	The upkeep *of a car* takes its owner's spare cash.
The running costs *of the car* keep me poor.	The upkeep *of a car* keeps its owner poor.
The insurance *of the car* costs me 10/- per week.	The insurance *of a car* costs its owner 10/- per week.
The licence *of the car* costs me 3/- per week.	The licence *of a car* costs its owner 3/- per week.

i. In the particular statement SUBSTITUTE '*my*' for '*the*' before '*car*'.
ii. In the general statement SUBSTITUTE '*any*' and '*every*' for '*a*'.

Two forms of general statement

108 form of *particular statement* but usually having generalized meaning the ... of the	109 general statement the ... of a ...
The day *of the farmer* was (always) long.	The day *of a farmer* was (always) long.
The work *of the farmer* was (always) hard.	The work *of a farmer* is (always) hard.
The life *of the dairy-farmer* is (always) hard.	The life *of a dairy-farmer* is (always) hard.

110 general statement

The style *of a work of art* is important.
The composition *of a work of art* is *of importance*.
The reality *of a work of art* is *of significance*.
The verisimilitude *of a work of art* is *of value*.
The colour *of a work of art* is *of interest*.
The execution *of a work of art* is *of primary importance*.
The character *of a work of art* is *of relevance*.
The universality *of a work of art* is *of its essence*.

T 'of' with certain nouns which are both countable and uncountable

111 general (*countable final noun*)	112 uncountable final noun
The phone rang *a number of times.*	He devotes *much of his time* to research.
The *lights of Broadway* rarely go out.	We haven't *a great deal of light* here.
The *lights of the cars* lit up the aerodrome.	The nature *of light* is known. The *light of day* is always welcome.
The *strings of a violin* require tuning.	I don't need *a great deal of string.*
The tuning *of the strings* is difficult.	The *twisting of string* is the final stage.
We have *many happy thoughts of you.*	*Much of our thought* is illogical.
We have *many happy memories of you.*	This is *in memory of him.*
He has few happy *memories of his childhood.*	We have *little memory of events* before we were old enough to speak.
The reward *of our efforts* is at hand.	We have wasted *a great deal of our effort.*
Copies *of the works of Shakespeare* are easily obtained.	We have wasted *a great deal of our work.*
the sciences and the arts	science and art
He has devoted years to the study *of the physical sciences.*	*The findings of science* are held in high esteem.
The Borgias were patrons *of the arts.*	The future *of art* is clouded.
Jack is now a Bachelor of *Arts.*	*The art of writing* is a difficult one.
Examples *of the plastic arts* hold our attention.	The *art of the cinema* interests us all.
We should employ scientific *methods.*	The advantages *of scientific method* are clear.
The researches of Faraday were extremely significant.	The *demands of research* are endless.
The *beauties of Venice* have appealed to artists over many centuries.	The quality and nature *of beauty* are hard to define.

lives and deaths	life and death
The *details of the lives of* most famous men are verifiable.	The *vicissitudes of life* are many.
The *youths of the village* play cricket.	The *dreams of youth* die hard.
The *deaths of three people* are reported.	The *peace of death.*
trade	
The supply *of our native timbers* is limited.	The uses *of timber* are manifold.
Supplies of raw material are adequate.	The correlation *of supply* with *demand* is the function *of price.*
The demands of our customers have been met.	
Prices of our products have been stable.	
emotions	
He's the victim *of a thousand fears.*	I haven't *much fear of dogs.*
There are doubts *of our success.*	I haven't *a great deal of doubt of his guilt.*
This exhibition *of his emotions* was unnecessary.	A dramatic *exhibition of emotion.*
The *sorrows of life* begin early.	She has had *a great deal of sorrow.*
The griefs of life began early.	He has had *a great deal of grief.*

U obsolescent and literary uses of 'of'

113 countable final noun

Who is the *God of Gods?*
Who is the *King of Kings?*
Who is the *Lord of Lords?*
Who is the *Queen of Queens?*

114 uncountable final noun

They're bone *of his bone=(A piece of his bone).*
They were flesh *of his flesh=(A piece of his flesh).*
They were blood *of his blood=(A drop of his blood).*
They are life *of his life.*

115

Of course we're *of one mind.*
Of course they were *of one faith.*
Of course they were *of one church.*
Of course we're *of one conviction.*

116

Men *of this kind* are rare.
Men *of this sort* are rare.
Men *of this kidney* are rare.

117 adjective + **of** + noun *(part or activity of the body)*

They're *young of heart.*
They're *hard of hearing.*
They were *true of eye.*
They're *stout of limb.*
They're *sound of mind.*
They're *pale of countenance.*
They are *wild of eye.*
He's *strong of arm.*
He was *inflexible of will.*
He was *soft of speech.*

She's *nimble of wit.*
He was *sparing of words.*
She's *slow of speech.*
He was *fleet of foot.*
He was *dull of soul.*
They were *abrupt of manner.*
He was *pure of heart.*
They were *proud of mien/spirit.*
They're *chivalrous of heart.*
('Dull would he be of soul',—
Wordsworth).

i. TRANSPOSE where possible to the pattern: *Their hearts are young.*
ii. In how many of the above may *in* be substituted for *of.*

118

She had *eyes of blue.*
She has *hair of gold.*
She had *lips of red.*
She had a *heart of gold.*

INSTITUTE OF EDUCATION FOR WOMEN
Dept. of Extension
SERVICE
CALCUTTA-27

The preposition **on**

Mainly demonstrable in class

1

There is a book *on the table.*
There is a newspaper *on the floor.*
There were newspapers *on the chair.*
There are newspapers *on the shelf.*
There was a newspaper *on the bed.*
He was *on the mat* (fig.).

i. RESTATE in the interrogative.
ii. CHANGE to: *There's no book on the table* (omit last).

2

Put your hand *on the table.*
Place your feet *on the floor.*
Place your hands *on the chair.*
Put your hands *on your head.*
Place your hands *on your hips.*
Put your hand *on my arm.*
Put your cards *on the table* (fig.).

i. CHANGE to the (*a*) interrogative and (*b*) the negative forms of the third person singular of the present continuous tense.
ii. CHANGE to: *Take your hand off the table.*

3a

Sit *on the chair.*
Sit *on the seat.*
Sit *on the table.*
Sit *on the stool.*
Sit *on the bench.*
Sit *on the window-sill.*
Sit *on the rail.*

i. CHANGE to: *Get off your chair please.*
ii. CHANGE to the negative imperative.

3b

Go *on your bicycle.*
Go *on your skates.*
Go *on your stilts.*
Go *on the roundabout.*
Go *on horseback.*

i. CHANGE to: *Get off your bicycle* (omit last).

4

He carried it *on his back.*
He carries it *on his shoulder.*
She carried them *on her head.*
She carries it *on her arm.*
She holds them *on her lap.*
She rests it *on her knee.*

i. CHANGE to: *Take it off his back.*
ii. CHANGE to the interrogative form.

5

There is dust *on the cupboard.*
There is dust *on the desk.*
There is water *on the shelf.*
There was dirt *on the seat.*

i. CHANGE to: *There is dust on the top of the cupboard.*

6

He strikes it *on its head.*
He strokes them *on the arm.*
He hits it *on the head.*
He hits it *on the end.*
He tapped it *on the point.*

i. CHANGE to: *He tips it on its head* (omit second) and *He taps it on its head.*
ii. CHANGE to the simple past tense.

7a	7b
They are *on the doorstep*	He throws it *on the doorstep.*
They work *on the ground.*	He throws it *on the ground.*
We walk *on the floor.*	He drops them *on the floor.*
Flies walk *on the walls.*	He splashes it *on the walls.*
Flies walk *on the ceiling.*	He squirts it *on the ceiling.*
They walk *on the grass.*	He tosses it *on the grass.*
They work *on the lawn.*	He places it *on the lawn.*
They are *on the rocks* (fig.).	He pushes it *on the rocks.*
He's like a cat *on hot bricks* (prov.).	

i. PUT into the simple past affirmative, interrogative and negative (*7a* & *b*).

8

There's blood *on your face.*
There was water *on your hands.*
There's dirt *on your teeth.*
There was soot *on his arms.*
There is powder *on your nose.*

i. CHANGE to the negative forms: *There is no ... There isn't any ...*
ii. CHANGE to: *What's that on your face?*

9

There's a scar *on your chin.*
There was a scar *on your shin.*
There's a speck *on your skin.*
There was a bruise *on your thigh.*
There's a mark *on your eyelid.*

i. PUT the first noun into the plural.
ii. CHANGE to the interrogative form using *my* instead of *your*.

10

There's a picture *on the wall.*
There was a word *on the board.*
There is a mark *on the window-pane.*
There was a spot *on the paint.*
There is a scratch *on the surface.*
There is a cross *on the floor.*

i. REPEAT making the first noun plural.
ii. PREFIX '*Do you see ...?*' deleting *There is/was.*

11

There's a spot *on the paper.*
There's a blot *on the page.*
There's a title *on the cover.*
There are pictures *on page 13.*
There is a sketch *on page 13.*
There is a diagram *on page 30.*

i. PREFIX '*Did you see ...?*' deleting *There is/are.*

12

There's some writing *on the floor.*
There is some drawing *on the wall.*
There is some printing *on the blackboard.*
There is some scribbling *on the ceiling.*
There was some dancing *on the screen.*

i. CHANGE to: *Wipe/Rub it off the floor* (omit last).

13

They are *on my left.*
They are *on the left side.*
They are *on my right.*
They are *on the right side.*
The pocket is *on one side.*
The badge is *on the other side.*
They are *on opposite sides.*
They are *on all sides.*
He is *on my left hand.*
She is *on my right hand.*
They are *on every hand.*
They are *on* (*our*) *side* (fig.).
They are *on the safe side* (fig.).
The figures are *on the high side* (fig.).
The estimate is *on the low side* (fig.).

i. CHANGE to the interrogative.
ii. MAKE UP 6 sentences on the pattern:
It's not on the left, it's on the right.

14

Figurative of 13 (above).
On the one hand, he's new.
On the other hand, he knew.
On the contrary, she knew.

15

She had a hat *on her head.*
She had a ring *on her finger.*
She had a band *on her thumb.*
He had a watch *on his wrist.*
She had a bracelet *on her arm.*

He had a bandage *on his ankle.*
She had a crown *on her head.*
He had boots *on his feet.*
She had gloves *on her hands.*
(BUT: She had a fur *round* her neck.
She had a belt *round* her waist.)

i. CHANGE to the patterns:
   (*a*) *There was a hat on her head.*
   (*b*) *She wore a hat.*

16

He has a smile *on his face.*
She had a smile *on her lips.*
She had a song *on her lips.*
He has a laugh *on his lips.*
He had a scowl *on his face.*
He had a smirk *on his face.*
He had a sneer *on his face.*
He had an expression of gloom *on his face.*
He had a merry word *on his lips.*
On the face of it we're improving (fig.).

i. CHANGE to: *There's a smile on his face.*
ii. CHANGE to: *I'll wipe the smile off his face* (coll.) (omit last three).

17

There's a washer *on the bolt.*
There's a nut *on the bolt.*
There was a collar *on the shaft.*
There was a ring *on the piston.*
There is a wheel *on this axle.*
There was a record *on the spindle.*
There was a projection *on the shaft.*
There was a propeller *on the boss.*

i. PUT into the negative: *There's no washer on the bolt.*
ii. CHANGE to: *There's no washer to this bolt* (first 5 only).
iii. CHANGE to: *What's the washer on?*

18

There's a string *on the stick.*
There's a hook *on the string.*

There's a worm *on the hook.*
There's a fish *on the hook.*

i. CHANGE to the negative and interrogative forms.

19

It is *on a string.*
It was *on a rope.*
It is *on a thread.*
The dog was *on a leash.*
The dog is *on the chain.*
The dog has a tin *on its tail.*

i. CHANGE to the interrogative negative form adding question tags:
It isn't on a string, is it?

20

There's something *on the tip* of my finger.
There was something *on the end* of the knife.
There is something *on the point* of the pencil.
There is something *on the extremity* of the lance.
The word's *on the tip of my tongue* (fig.).

i. RESTATE in the interrogative and negative (omit last).

21

The leaves are *on the trees.*
The flowers are *on the stalks.*
The buds are *on the bushes.*
The fruit is *on the trees.*
The nuts are *on the bushes.*
The apples were *on the trees.*
The pineapples are *on the stalks.*

i. INSERT 'still'.
ii. SUBSTITUTE *off* for *on.*
iii. SUBSTITUTE *grow* for *to be* (omit both *the's*).

22

The horse is *on the halter.*
This ship is *on a hawser.*
The ship is *on a cable.*
The barge is *on tow ropes.*

i. TRANSPOSE to: *The horses are on halters.*
ii. CHANGE to: *The halter is on the horse.*

23

The coat is *on the peg.*
The fish is *on the hook.*
The door is *on the latch.*
The doors are *on the catch.*
The carriage was *on the coupling.*
They were *on the horns* of a dilemma (fig.).
They were *on tenterhooks* (fig.).

i. PREFIX *I'm sure ... I doubt whether ... I know ...*

24

The beads are *on a thread.*
The beads are *on a string.*
The pearls are *on a wire.*
The stones are *on a band.*
The floats are *on a rope.*
The papers are *on a file.*

i. CHANGE to: *The beads are strung on a thread* (omit last).

25

There's a number *on this car.*
There's a pump *on this engine.*
There's a tank *on this machine.*
There's a superheater *on this locomotive.*
There's a supercharger *on this racing car.*
There's a superbooster *on this jet.*

i. CHANGE to the plural throughout.
ii. PREFIX *I don't think ... I don't doubt ... I don't know whether ...*

26

Your name is *on the list.*
Your name is *on the register.*
His name was *on the roster.*
His name is *on the roll.*
The amount is *on the bill.*
Your subject is *on the agenda.*

He is *on the strength.*
They are *on the establishment.*

i. TRANSPOSE to the following pattern:
Your names are off the list (omit last one).
ii. PREFIX *I see ...* and *I understand ...*

27

They're *on the order.*
They're *on the account.*
They were *on the inventory.*
They are *on the invoice.*
They were *on the statement.*
They are *on the delivery note.*

i. CHANGE to the interrogative negative.
ii. INSERT '*already*'.

28 fig.

He is *on a bed of roses.*
He was *on a bed of pain.*
He was *on his death bed.*

29

Their box is *on its front.*
The box was *on its back.*
The box is *on its base.*
Their box was *on its side.*
Their box is *on one side.*
The boxes were *on their ends.*
The boxes are *on their edges.*

i. ADD 'lying' and a final phrase with *on*:
The box is lying on its front on the floor.
ii. CHANGE to the interrogative and the negative forms.

30

She is standing *on her feet.*
She was *on her knees.*
He is *on his hands and knees.*
He was *on all fours.*
He is standing *on his head.*

He stood *on his hands.*
He is standing *on tiptoe.*
He rocked *on his heels.*
He is standing *on his toes.*

i. CHANGE all other verbs to *to be.*

31

He is lying *on his back* (supine).
He was lying *on his stomach* (prone).
He is lying *on his face* (prone).
She was lying *on her side.*

i. CHANGE to: *He goes to sleep on his back, doesn't he?*

Mainly non-demonstrable

or with a time word or phrase

invariable link with – *day* and *date*

32

It's *on Sunday* (next).
It'll be *on Monday* (next).
It was *on Tuesday* (last).
It's *on the Thursday* (after next).
It was *on the Friday* (before last).
It is *on Saturday* (next).
It was *on Christmas Day.*
It'll be *on Boxing Day.*
It'll be *on August Bank Holiday.*
It was *on St. Swithin's Day* (but *at* Easter).

i. PROVIDE a variety of subjects in place of 'It'.
(The service ... The meeting ... The game ...

ii. PREFIX '*I believe*' ...
'*I feel sure*' ...

33

It was *on Saturday night* (last).
It's *on Tuesday evening* (next).
It'll be *on Wednesday morning* (next).
It was *on Thursday morning* (last).
It was *on Friday afternoon* (last).

i. TRANSPOSE '*last*' and '*next*' so as to follow '*on*'.

ii. RECAST on the pattern: *It was on the following Saturday night* (make all verbs past tense).

34

It was *on the thirtieth of June.*
It's *on the thirteenth of June.*
It was *on the fourteenth of July.*
It's *on the morning of the fifteenth of August.*
It was held *on the evening of the eighteenth of January.*
It happened *on the night of the eighth/ninth of January.*

i. CHANGE to: *It took place on the thirtieth of June.*
ii. MAKE phrases on the model: *not on the thirtieth, the thirteenth.*

35

I saw him *on his birthday.*
I saw them *on their wedding day.*
I see them *on working days.*
I saw them *on Christmas Eve.*
I saw him *on the eve of his departure.*
'It was *on the feast of Stephen*' (prov.).

i. INSERT *last* (*a*) before *saw* and (*b*) where possible before the final (compound) noun.
ii. CHANGE to the interrogative.

36 contrast

It was *on a Thursday* last time.

It happened *on a Wednesday.*

It will be *on a Thursday* next month.
It is *on a Thursday* next week.

37

It was (*on*) *the Thursday* before last.
It happened *on the Thursday* of last week.
It will be *on the Thursday* following that.
It will be *on the Thursday* of next week.

38

It arrived *on time.*
It arrives *on schedule.*
It arrives *on the second.*
It arrived *on the minute.*
It arrived *on the hour.*
It arrives *on the day.*

i. SUBSTITUTE *depart* for *arrive.*
ii. INSERT *just, exactly.*

39

The train leaves *on the stroke of one o'clock.*
The plane left *on the stroke of three.*
The train leaves *on the tick of five o'clock* (coll.).
The plane left *on the dot* (coll.).

40

I spread butter *on my bread.*
I spread jam *on my bread.*

I put sugar *on my cereal.*
I pour gravy *on my potatoes.*
I put salt *on my meat.*

i. CHANGE to the present perfect tense.

41

There were trucks *on the highway.*
There were cars *on the road.*
There are people *on the track.*
There are children *on the path.*
There were sheep *on the runway.*
There are cattle *on the bridge.*
They play *on the street.*
They were playing *on the corner of the street.*

i. BEGIN each sentence with the prepositional phrase (omit last two).
ii. CHANGE to: *There was an accident on ...*

42

The luggage is *on the porch.*
Our room is *on the verandah.*
Our room was *on the ground floor.*
Their flat is *on the first floor.*
The apartment was *on the second floor.*
Their show-rooms are *on the eighth floor.*
The room was *on the top floor.*

i. CHANGE to: *Move the luggage from the porch.*
ii. CHANGE to: *Bring the luggage up on to the porch.*

43

They were *on the ground.*
They are *on the spot.*
They were *on the scene.*
They are *on the site.*
They were *on the battlefield.*
They were *on the property.*
They were *on the premises.*

i. REPEAT with *off* in place of *on.*
ii. SUBSTITUTE *They gathered,* and *They investigated* for *They are/were.*

44

They are *on the grass.*
They are *on the lawn.*
They are *on the hill.*
They were *on the moor.*
They are *on the common.*
They were *on the heath.*

i. CHANGE to: *Keep off the grass,* and *They played ... They wandered over the ...*

45

We are *on land.*
We are *on sand.*
They are *on the sea.*
They were *on the high seas.*
They were *on the water.*
They were *on the mainland.*
We were *on rock.*
They are *on clay.*
They are *on soil.*
They were *on granite.*
They were *on velvet* (fig.).
(*On land and on sea*).

i. CHANGE to the negative interrogative.
ii. CHANGE to: *We had been on land for a month* (omit last six).

46

It is *on legs.*
It is *on springs.*
It is *on brackets.*
It is *on ball bearings.*
It rests *on bushes.*
It rested *on bushings.*

i. PUT into the singular.
ii. CHANGE to: *It was supported by legs.*

47 synthesis

He fell *on his face on the ground.*
He fell *on his hands on the carpet.*

He fell *on his knees on the floor.*
He fell *on his head on the concrete.*

48

There was a table *on the platform.*
There is a table *on the dais.*
There are tables *on the stage.*
There was a statue *on the pedestal.*
There is a bottle *on the ledge.*

i. CHANGE to: *What was the table on?*
ii. DESCRIBE the setting of a stage for a play.

49

They are *on the (door) step.*
They are *on the stairs.*
They were *on the steps.*
They are *on the ladder.*
They were *on the 3rd rung.*
They were *on this level.*
They were *on this plane.*
It was *on this scale.*

i. CHANGE to: *We met them on ...* where sense permits.

50

The needle is *on 90 m.p.h.*
The dial is *on 1500 revs.*
The speedometer was *on 19 m.p.h.*
The pointer is *on 'Danger'.*
The indicator is *on 'Charge'.*

i. CHANGE to: *When the needle is on 90 ..., (slow down).*

51

Turn your back *on the class.*
Turn your back *on him.*
Turn your back *on the board* (to the board).
Shut the door *on him.* (They shut the door in my face.)
Turn your back *on the past* (fig.).

i. SUBSTITUTE *to* for *on* (first three only).
Is there any difference in meaning?

52

The dot is *on the line.*
The ship is *on the horizon.*
The city is *on the river.*
The town is *on the banks of the river.*
The suburb was *on the coast.*
The village is *on the boundary.*
The hamlet is *on the border.*
The settlement was *on the frontier.*
We will continue *on these lines* (fig.).

53

They are *on a slope.*
They are *on a slant.*
They were *on an incline.*
They are *on a gradient.*
They were *on an angle.*
They are *on the skew.*
They were *on the bias.*

i. HOLD your ruler to present: *I'm holding it on a slope.*
ii. CHANGE to: *Put them on a slope.*

We will continue *on the lines suggested* (fig.).

i. TRANSPOSE to the pattern: *There is a dot on the line* (omit last two).
ii. TRANSPOSE to the pattern: *They stopped at the line* (omit last two).

54

It is *on the edge.*

It was *on the verge.*
It is *on the brink.*
He is *on the threshold.*

It is *on the fringe.*
It was *on the outskirts.*

55 advanced (*figurative*)

They were *on edge.*
They were *on the edge of panic.*
They are *on the verge of falling.*
She was *on the brink of tears.*
We are *on the threshold of a new era.*
We are *on the fringe of the affair.*

56

They came in *on the wave.*
They lift *on the flood.*
They left *on the tide.*
They slipped out *on the ebb.*
They shipped out *on the flow.*
They floated *on the turn of the tide.*

i. CHANGE to: *We floated on ...*

57

There's no date *on the cheque.*
There was no signature *on the cheque.*
There's no stamp *on the cheque.*
There was no amount *on the cheque.*

i. CHANGE to: *The cheque's without a date.*

58

The notice is *on the door.*
The note is *on the desk.*
The letter was *on the table.*
The report was *on the chair.*
The pamphlet was *on the cupboard.*

i. CHANGE to: *Pin the notice to the door.*

59

The notice is *on the exams.*
The note is *on accidents.*
The letter was *on accidents.*
The report is *on accidents.*
The pamphlet is *on accidence.*

i. CHANGE *on* to *about.*

60

There's no address *on the outside.*
There was no name *on the inside.*

There was no address *on the label.*
There's no title *on the cover.*
There was no name *on the flyleaf.*
There's no cancellation *on the stamp.*

i. CHANGE to: *There isn't any address on the outside.*
ii. CHANGE to: *No address was on the outside.*

61 **on**=when

It will be paid *on demand.*
It would be paid *on request.*
It would be paid *on death.*
He would be shot *on sight.*

i. TURN the *on*-phrase into a clause beginning with '*when*'.

62

On a sign they moved forward.
On occasion he changes his mind.
On second thoughts I've changed my mind.
On balance he thinks they will win.

i. TURN the *on*-phrase to a clause beginning with '*when*'.

63

Best wishes *on your 21st birthday.*
Congratulations *on your engagement.*
The best of luck *on your transfer.*

i. INSERT *the occasion of* after *on.*

64 **on** *with the gerund*

PRESENTATION

On reaching the window, he turned and walked back.
On arriving at the door, he opened it soundlessly.
On passing the table, he threw the key on to it.
On finishing the task, he rose and yawned.
On seeing the teacher's face, he stopped laughing.

i. CHANGE the gerundial phrase to a clause beginning with '*When* ...'. Many gerunds may be replaced with a noun of similar meaning and form except for their final syllable(s).

alternative forms

a On arriving at the door, I found it locked.
b On arrival at the door, I found it locked.
a On examining the join, the fitter found a defect.
b On examination of the join, the fitter found a defect.
c On examination of the join, a defect was found.

On departing ...	*On departure ...*
On inspecting ...	*On inspection ...*
On receiving ...	*On receipt of ...*
On commencing ...	*On commencement of ...*
On concluding ...	*On conclusion of ...*
On comparing ...	*On comparison ...*
On considering ...	*On consideration ...*
On reflecting ...	*On reflection ...*
On taking off ...	*On take-off ...*

i. PUT the pairs of phrases into sentences, e.g. *On departing he received a receipt. On departure a receipt was issued.*

commercial vocabulary

The following examples provide an administrative + commercial vocabulary.

On paying	*On payment (of)*	*On surrendering*	*On surrender*
On enquiring	*On enquiry*	*On delivering*	*On delivery*
On applying	*On application*	*On retiring*	*On retirement*
On proving	*On proof (of)*	*On resuming*	*On resumption*
On valuing	*On valuation*	*On acquitting*	*On acquittal*
On maturing	*On maturity*		

ii. CHANGE all the gerundial phrases (above) to a phrase beginning with *When*.

iii. MAKE a list of the various endings of the nouns.

65 movement

He is *on foot*.
He was *on horseback*.
He is *on Shank's Mare* (prov.).

i. CHANGE to: *He travelled on foot* (omit last).

66 revision

He is *on his bicycle*.
She is *on the train*.
She was *on the plane*.
She is *on the bus*.
She is *on the tram*.

He was *on the ferry*.
She's *on the boat*.

i. CHANGE to: *He came on his bicycle.*
ii. CHANGE to: *He came by bicycle.*
iii. CHANGE to: *If they're not on this train, they'll be on the next.*

67

They're *on the way*.
They were *on the move*.
They are *on the march*.
They were *on the run*.
They are *on the warpath*.

i. INSERT *already*, *still* and *not yet*.

68

The attack *on the mill* has begun.
The raid *on Dieppe* had begun.
The march *on Rome* had begun.
The advance *on the capital* had begun.
The drive *on the capital* has begun.
The retreat *on the capital* had begun.
The assault *on Cherbourg* began.

i. CHANGE to: *The attack on the mill has been successful.*

69

They are *on a message*.
They are *on an errand*.
They are *on a journey*.
They were *on a visit*.
They are *on* (*a*) *tour*.
They were *on a march*.
They are *on a hike*.
They were *on a trip*.
They are *on an excursion*.
They were *on a picnic*.
They were *on a raid*.
They are *on a mission*.
They were *on an expedition*.
They were *on a pilgrimage*.
They are *on patrol*.
They were *on safari*.

70 **on**=about

He will write *on this subject*.
He was right *on this matter*.
He would write *on this topic*.
He was right *on this point*.
He will write *on this aspect*.
He was right *on this count*.
They were silent *on this score*.

i. REPEAT bringing prepositional phrase to the beginning of the sentence.
ii. CHANGE to: *He has written to us on this subject.*

71

He spoke *on this point*.

They are *on circuit.*

i. SUBSTITUTE *They've gone,* for the first two words and *They had gone.*

He spoke *on a point of fact.*
He spoke *on a point of order.*

i. CHANGE to: *He rose to speak ...*

72

He spoke *on the price of wheat.*
He talked *on the cost of meat.*
He lectured *on the cost of living.*
He commented *on the rise in costs.*
He remarked *on rising costs.*
He warned *on the fall in production.*

i. CONSTRUCT sentences on the model: *He made (gave) a speech (a comment) on ...*

73

He gave a sermon *on the golden rule.*
He gave an answer *on foreign policy.*
He gave a commentary *on cricket.*
They gave their views *on amalgamation.*
They gave their ideas *on economics.*
They have their opinions *on advertising.*
They gave some suggestions *on insurance.*
He gave (some) information *on Germany.*
He gave (some) news *on developments.*
He gave some warnings *on envelopment.*
It gives the facts *on shipping.*
He gave figures *on road accidents.*
It gives statistics *on road safety.*
He made a statement *on immigration.*
He made a declaration *on emigration.*
He made a comment *on breathing.*
He made a remark *on breeding.*
He made a pun *on his name.*
He made a check *on the account.*
He made an audit *on the accounts.*
They make a rule *on rates of payment.*
He gave a decision *on policy.*
He gave a judgment *on procedure.*

He gave a ruling *on precedence.*
They make a regulation *on closing time.*
He put a question *on the accounts.*
He put his motion *on transportation.*
He put his resolution *on borrowing.*
Action will be taken *on this report.*
Action has been taken *on these findings.*
Action is being taken *on this recommendation.*

i. ADD a phrase where possible indicating to whom the statement was addressed, e.g. *to reporters, to the meeting.*
ii. Restate in the passive voice (omit last 3).

74

The Government put a tax *on spirits.*
The Government put a duty *on tobacco.*
The Government put restrictions *on imports* of oil.
The Government placed limitations *on exports* of oil.
The Government placed a tariff *on piece goods.*
The Government put a ban *on the production* of heroin.
The Government placed an embargo *on the importation* of the drug.

i. CHANGE to the passive voice (omit agent).
ii. TRANSPOSE to the pattern '*Putting a tax on ... won't help*'.
iii. CHANGE to: *The Government removed the tax on spirits.*
or: *The .... took the tax off spirits.*

75

They placed little weight *on your statements.*
They placed little reliance *on this evidence.*
They placed little trust *on his word.*
They placed little value *on his protestations.*

i. SUBSTITUTE '*put*' for '*place*'.
ii. SUBSTITUTE '*no*' then '*great*' then '*enormous*' for '*little*'.

76

He puts the stress *on accuracy.*
He puts the accent *on speed.*
He puts the emphasis *on brevity.*
He puts the priority *on clarity.*
He puts the importance *on style.*

i. SUBSTITUTE *place* for *put.*
ii. CHANGE to the passive voice simple past and future tenses.

77 headlines

Light *on city administration.*
Spotlight *on batting.*
Searchlight *on betting.*
Highlight *on sport.*
Publicity *on finances.*

i. MAKE UP 20 headlines using similar phrasing from the vocabulary of sections 76–77.

78 colloquial *the subject of discussion*

She's *on her hobby horse* again.
He's *on tariffs* again.
They're *on taxation* still.
They were *on capital punishment* till I left.

on = attached to

79 **on** a list

He is *on the staff.*
He was *on the executive.*
They are *on the council.*
They were *on the committee.*
They are *on the board.*
They were *on the commission.*
He is *on the inspectorate.*
He was *on the bench.*
He is *on the panel.*

i. TRANSPOSE to: *They have made him a member of the staff.*
ii. TRANSPOSE to: *He is a staff member* (*an executive, a councillor*) (omit last two).

80 **on** = on a string

They were *on scratch.*
We are *on a limit.*
We were *on a handicap.*
She was *on a bond.*
We are *on a 2-hour delay.*
We are *on restrictions.*

They were *on limited output.*
It's *on eight stone three.*

i. CHANGE to: *We've been on scratch for too long.*
ii. CHANGE to: *They set a limit* (omit first example and last three examples).

81 **on**=supported by

He did it *on purpose.*
He did it *on principle.*
He did it *on this pretext.*
He did it *on this ground.*
He did it *on these grounds.*
He did it *on this pretence.*
He did it *on false pretences.*
He did it *on the spur* of the moment.

i. CHANGE to: *He did it with this purpose in mind* (omit last two).
ii. CHANGE to: *He acted on purpose.*

82

He took him *on trust.*
He took him *on your recommendation.*
He took them *on your guarantee.*
He took them *on your sayso.*
He accepted him *on short acquaintance.*
He trusted them *on appearances.*

i. CHANGE to: *I will never accept any(one) on trust again.*

83

He gave them away *on your advice.*
He gave them away *on your order.*
He gave them away *on your instruction.*
He gave them away *on his own initiative.*
They gave them away *on your direction.*
They gave them away *on the strength of your advice* (Aust?).

i. CHANGE to: *I will accept anyone on your advice.*
ii. CHANGE to: *I will always act on your advice.*

84

He accepted them *on sufferance.*
He accepted them *on this evidence.*
We accepted the evidence *on oath.*

i. RESTATE in the passive voice.

85

He stands or falls *on his own.*
He is *on his mettle.*
It stands or falls *on its merits.*
On my honour I will.
NOT *on your life* I won't.

86

On these figures we are well *on the way to* success.
On these results we are well *on the way to* succeed.
On these indications we are well *on the way to* recovery.
On these values we are well *on the way to* prosperity.
On these valuations we are well *on the way to* consolidation.
On these scores we are well *on the way to* a solution.
On this performance we are well *on the way to* bankruptcy.
On this showing we are well *on the way to* equilibrium.
On this form we are well *on the way to* victory.

i. CHANGE to: *Based ... our success is assured.*
and *Going by these figures, we ...*
ii. CHANGE to the pattern:
On these figures we are likely to be successful.
CHANGE the final adjective to suit the sense.

87

You do this *on penalty of a fine.*
You did this *on peril of your life.*
You did this *on pain of death.*

continuing activity through time

88

He was *on watch.*
He is *on guard.*

89

He was *on the watch.*
He was *on his guard.*
He is *on the lookout.*

They are *on alert.*

They are *on the alert.*
They are *on the qui vive.*

i. ADD a phrase, beginning with *for* and *against.*
ii. SUBSTITUTE *stay* for the verb.

90

She is *on duty.*
He was *on service.*
He is *on active service.*
She was *on call.*

i. SUBSTITUTE *remain* and *go* for the verb.

91 the instrument and the occupation

She is *on the phone.*
She was *on the switchboard.*
He was *on the lathe.*
They were *on the machines.*
She is *on the comptometer.*
He is *on the radio.*
He was *on the air.*

i. CHANGE to: *She works on the switchboard* (omit first and last).

92

They are *on sale.*
They are *on show.*
They are *on view.*
They are *on display.*
They are *on exhibition.*
They were *on parade.*

i. INSERT '*still*'.
ii. CHANGE to: *They remain on sale for a further week.*

93

They were *on strike.*
They are *on trial.*
She is *on parole.*
He is *on probation.*
He was *on good behaviour.*

i. CHANGE to: *They went on strike* (omit last).

94

They are *on a warning order.*
They were *on 12-hours' notice.*
They are *on readiness.*
They are *on orders* to sail.

i. CHANGE to: *Put them on a warning order.*

95 financial

They are *on offer.*
They are *on the market.*
They are *on loan* to the bank.
They are *on approval* to the customer.
The amount is *on deposit* to the bank.
They are *on order.*

i. CHANGE to the present perfect tense adding a *for-* or *since-*phrase.

96

We got it *on terms.*
We got it *on credit.*
We've got it *on account.*
We've got it *on time payment.*
We'll get it *on hire purchase.*
We'd got it *on tick* (coll.).

i. CHANGE to: *Getting things on terms isn't so good as paying cash.*

97

He is *on £10* a week.
He was *on half pay.*
He's *on a salary* of £10 a week.
He was *on a retainer* of £5 a week.
He's *on (a) commission* of 10%.
He was *on a percentage.*
He's *on a wage* of £5 a week.
He was *on a pension* of £2 10s. a week.
He is *on an allowance* of £1 a week.
He's *on £1* an acre.
He was *on contract.*
You were *on a scholarship.*
You are *on a bursary.*

i. CHANGE to: *He is paid £10 a week* (omit last three).
ii. CHANGE to: *I can't live on £10 a week.*

98

We are *on equal terms.*
We were *on terms of equality.*

We are *on friendly terms.*
We are *on terms of friendliness.*
We are *on speaking terms.*
We are *on a friendly footing.*

i. INSERT *hardly, scarcely, barely* after the verb.
ii. PUT into the negative.
iii. CHANGE to: *We shall remain on equal terms.*

99

On these terms they should do well.
On this footing he should continue.
On this basis they should make a profit.
On this understanding they should make preparations.
On this arrangement they can make preparations.

i. PUT the prepositional phrase at the end of the sentence.
ii. CHANGE to: *We can agree to continue on these terms.*

100 **on the** noun/verb-form/adjective/adverb

(This appears to be an area of rapidly developing colloquialisms.)

NOUN
He's *on the job.*
He was *on the ball.*
He is *on the wagon.*
He was *on a spree.*
He is *on the booze.*
He was *on the grog.*
We are *on the beam.*
It was *on the ice* (fig.).
= (*in cold storage*)
Crime is *on the increase.*
Grime is *on the decrease.*

VERB
It's *on the boil.*
He is *on the make.*
She is *on the go.*
He is *on the prowl.*
He is *on the mend.*
He is *on the beat.*
He was *on the hum.*
It's *on the blink* (coll.).
It was *on the turn.*
They are *on the stretch.*

ADJECTIVE
He got it *on the sly.*
He got it *on the cheap.*
He is *on the level.*
He was *on the loose.*

ADVERB
They are *on the up* (*and up*) (coll.).
They were *on the down.*
They are *on the outer.*

101 allocation of jobs

Jan will be *on the door.*
Joan will be *on the curtain.*
Jean will be *on the counter.*
Jane will be *on the collection.*

102 **on** a diet

The baby is *on the breast.*
The patient is *on water.*
The patients are *on milk.*
The patients are *on liquids.*

i. SUBSTITUTE *off* for *on.*
ii. CHANGE to: *The baby will continue on the breast.*

103

The cars are *on 90 octane fuel.*
The car is *on summer oil.*
The machine was *on a rich mixture.*
The machine is *on a mixture of petrol and kerosene (paraffin).*
Our car is *on a monthly check.*
Your car is *on daily maintenance.*

i. CHANGE first four to: *The car runs on 90 octane fuel* (omit last two).

104 **on** treatment

The patient is *on a tonic.*
The patients are *on drugs.*
The patient is *on insulin.*
The patients are *on daily injections.*
The patient is *on injections* every 4 hours.
The patients are *on half a million units* every 4 hours.
The patient is *on a quarter of a grain* per day.

i. CHANGE to: *Put the patient on a tonic* and *Take the patient off the tonic.*

105 **on** rations

Our men are *on bread and water.*
Our men are *on three meals a day.*
They were *on 2 gallons of water* per man per day.
They are *on a loaf of bread* per man per day.
We are *on a quarter of a tin* per man per day.
We were *on a teaspoonful of condensed milk* a day.
The New World was conquered *on manioc.*
The First World War was won *on oil.*

i. WRITE five sentences describing privations on short supplies.

106 repetitive technique with **on** – (rare)

They bore *blow on blow.*
They suffered *loss on loss.*
They suffered *disaster on disaster.*
They bore *insult on insult.*
They bore *injury on injury.*

i. SUBSTITUTE *on top of, after* for *on.*

The preposition **to**: *section one*

Mainly demonstrable in class

PATTERN ONE: S. + V. + D.O. + ADV (to ...)

1 TAKE (or equivalent)

He takes it *to the door.*
She takes them *to the window.*
He carries it *to the table.*
She pushes them *to the board.*
He pulls it *to the wall.*
She drags it *to the fire.*

i. RESTATE in the simple past tense.
ii. SUBSTITUTE *there* for the *to*-phrase.
iii. GIVE the interrogative and negative forms.

PATTERN TWO: S. + V. + ADV (to ...)

2 COME – GO

It comes *to the door.*
They go *to the window.*
It goes *to the table.*
They go *to the board.*
It comes *to the wall.*
He comes *to the fire.*

i. RESTATE in the present perfect tense.
ii. SUBSTITUTE a pronoun for the noun.
iii. GIVE the negative interrogative form.

3 SEND

She sends her *to a wall.*
He sends them *to their desks.*
She sends them *to the principal.*
He sends you *to the teacher.*
He sends them *to our house.*
She sends them *to Jack's place.*
She sends them *to the butcher's.*
She sends them *to the grocer's.*

i. REPLACE the *to*-phrase with *there* when possible.
ii. RESTATE in the simple past tense.
iii. GIVE the interrogative form of the past tense.

4 COME – GO (or equivalent)

She walks *to a wall.*
They go *to their desks.*
They hurry *to the principal.*
You run *to the teacher.*
They rush *to their house.*
They dash *to Jack's place.*
They fly *to the butcher's.*
They tear *to the grocer's.*

i. REPLACE the final noun with a pronoun when possible.
ii. RESTATE in the simple past tense.
iii. GIVE the negative form of the past tense.

5 BRING	6 COME – GO
She brings the flower *to the teacher.*	The flower comes *to the teacher.*
He brings the flowers *to the teacher.*	The flowers come *to the teacher.*
She brings her friend *to the teacher.*	Her friend comes *to the teacher.*
We bring our friends *to the teacher.*	Our friends come *to the teacher.*
You bring John *to the class.*	John comes *to the class.*
i. CHANGE to the simple past tense. ii. SUBSTITUTE pronouns for nouns (omit last).	i. CHANGE to the interrogative form. ii. SUBSTITUTE pronouns for nouns (omit last).

7 SEND	8 COME – GO
He sent them *to church.*	They went *to church.*
She sent her *to school.*	They went *to school.*
She sent them *to kindergarten.*	They went *to kindergarten.*
He sent his son to *high school.*	He went *to high school.*
They sent their daughters *to college.*	Their daughters went *to college.*
They sent their sons *to the university.*	Their sons went *to the university.*
i. RESTATE in the present of habit adding *every day.* ii. RESTATE in the future tense.	i. INSERT *always, regularly.*

9 the sign post

To London.
To New York.
To Sydney.
To Tokio.
To Paris.
To Wellington.
To Berlin.
To Delhi.
To Bangkok.

i. CHANGE to: *That's the way to London.*
ii. CHANGE to: *It points to London.*
iii. CHANGE to: *It points in the direction of London.*

10 pattern two

They are walking *to the door.*
They are running *to the window.*
They are moving *to the wall.*
They are hopping *to the table.*
They are crawling *to the board.*

- i. PUT into the simple past tense interrogative and negative.
- ii. INSERT a phrase beginning with *From* before the *to*-phrase, e.g. *They are going from the door to the window.*
- iii. CHANGE *to* to *towards.*

11

They are hurrying *to the door.*
They are rushing *to the door.*
They are dashing *to the door.*
They are flying *to the window.*
They are diving *to the window.*

- i. CHANGE to simple past tense.

12

He is turning *to the left.*
She is turning *to the right.*
They are turning *to the front.*
They are turning *to the side.*
They are turning *to the North/South/East/West.*
They are turning *to port/starboard.*
They are turning *to leeward/windward.*

- i. SUBSTITUTE *move, keep* and *look* for *turn.*
- ii. CHANGE to the pattern: *He's facing left.* (omit last 2 examples).
- iii. CHANGE to: *He is turning it to the left.*

13

He is pointing *to a picture.*
She is pointing *to the ceiling.*
She is pointing *to the teacher's table.*
He is pointing *to London.*
She is pointing *to Edinburgh.*

- i. CHANGE to: *He isn't pointing to a picture, he is pointing to the ceiling.*
  He didn't point to a picture but to the ceiling.

14 number *and* time

Count *to nine.*
Count *to nineteen.*
Count *to ninety.*
Count *to fifteen.*
Count *to fifty.*

- i. CHANGE to: *Count from 1 to 9.*

15

She has gone *to town.*
He has gone *to the village.*
She has gone *to the shop.*
He has gone *to the store.*
She has gone *to the bank.*

i. CHANGE to: *She has come back from town.*
ii. CHANGE to: *She goes from town to town.*

16 occupation

Come *to breakfast.*
He's coming *to morning coffee.*
We're going *to lunch.*
They're going *to afternoon tea.*
She's gone *to supper.*

i. REREAD adding *up* then *down* after the verb.
ii. CHANGE to: *He had breakfast with us.*

17

It's four minutes *to three.*
It was ten *to three.*
It is a quarter *to eleven.*
It is twenty *to eleven.*
It was twenty-five *to eleven.*

i. MAKE UP ten examples of time phrases on the model: *From a quarter to five to five ...*
ii. MAKE UP five time phrases on the model: *From a quarter to five to five to ...* (=10 minutes).

18

We worked from six o'clock *to ten.*
We walked from one o'clock *to three.*
We walked from Monday *to Friday.*
We worked from Easter *to Christmas.*
We walked from January *to June.*
It worked from 1800 *to 1900.*

i. CHANGE to: *We worked for four hours.*

19

Stand shoulder *to shoulder.*
Stand back *to back.*
Stand face *to face.*
Put them end *to end.*
We see eye *to eye* (fig.).

i. SUBSTITUTE *sit*, *kneel* for *stand* (omit last two).

20

Stand with your back *to the class.*
Stand with your nose *to the window pane.*
Stand with your feet *to the centre.*
Stand with your face *to the wall.*
Stand with your ear *to the keyhole.*
Put your shoulder *to the wheel.*
We have our noses *to the grindstone* (fig.).
We put our hands *to the plough* (prov.).

We have our ear *to the ground* (fig.).

i. SUBSTITUTE *sit* for *stand*, *keep* for all other verbs.
ii. CHANGE to: *You have your back to the class.*

21

He has been *to the house.*
He has been *to Jack's place.*
She has been *to the butcher's.*
You have been *to the baker's.*
They have been *to the grocer's.*
He has been *to the newsagent's.*

i. CHANGE to:
   (*a*) the interrogative form and
   (*b*) the negative adding question tags.
ii. CHANGE to: *He goes from house to house* (from place to place).

22

I spoke *to Joan.*
She spoke *to me.*
They listened *to us.*
We wrote *to him.*
We sang *to them.*
She played *to them.*

i. CHANGE to the past continuous tense.

23

I hand it *to him.*
She offered them *to me.*
You sent none *to us.*
We passed some *to her.*
She delivered them *to him.*
You transferred them *to them.*

i. RESTATE in the negative + interrogative.
ii. CHANGE to the pattern: *I handed him it* (first four only).

24

He gave it *to me.*
She gave it *to you.*
She gave none *to him.*
We gave some *to them.*
You gave plenty *to her.*

i. CHANGE to the pattern: *He gave me it.*

25

He's talking *to himself.*
She's talking *to herself.*
We're talking *to ourselves.*
You're talking *to yourself.*
They're talking *to themselves.*

26

How do we get *to the bathroom?*
How do we get *to the dining-room?*
How do we get *to the drawing-room?*
How do we get *to the bedroom?*

One's talking *to oneself.*

i. INSERT *always, only* and *never* with present of habit.
ii. CHANGE to the past continuous tense.

How do we get *to the living-room?*
How do we get *to the backdoor?*

i. CHANGE to: *Show me the way to the bathroom please?*
ii. CHANGE to: *He got as far as the bathroom.*

27

He's going *to bed.*
She's going *to sleep.*
He's going *to work.*
They're going *to prison.*
They are going *to war.*

i. CHANGE to the simple past interrogative and negative.
ii. CHANGE to: *They sent them off to bed. Off to bed!*

28

I'm going *to the sports.*
You're going *to the games.*
They're going *to the pictures.*
We're going *to the races.*

i. CHANGE to the future and the present perfect tense of *go.*
ii. TRANSPOSE to the pattern: *We're off to the sports.*

29

He's going *to a show.*
I'm going *to a meeting.*
We're going *to a class.*
We're going *to a concert.*
You're going *to a lecture.*
They're going *to a conference.*
(They went *to the rescue*).

i. CHANGE to: *He's taking them to a show.*
ii. CHANGE to: *He's getting ready to go to a show.*

30 pattern one

He brings it *to rest.*
He brings it *to a stop.*
He brings it *to a halt.*
He brings it *to a standstill.*
He brings the movement *to a finish.*
He brings the movement *to an end.*

31 pattern two

The ball comes *to rest.*
The ball comes *to a stop.*
The ball comes *to a halt.*
The ball comes *to a standstill.*
The movement comes *to a finish.*
The movement comes *to an end.*

EXERCISES 30 AND 31: i. CHANGE to simple past and present perfect tenses.
ii. INSERT adjectives after *a,* e.g. *complete, sudden, unexpected.*

32 movement downwards

She fell *to her knees.*
She fell *to the floor.*
It fell *to the bottom.*

i. SUBSTITUTE *sank* and *dropped* for *fell.*

33

This brought her *to her knees.*
This brought her *to the floor.*

movement upwards

34

He's rising *to his knees.*
He's rising *to his feet.*
He's struggling *to his feet.*
He rose *to the bait* (fig.).
He rose *to the occasion* (fig.).

i. CHANGE to the present perfect tense.

35

I'm helping him *to his knees.*
I'm pulling him *to his feet.*
I'm dragging him *to his feet.*
He's drawing himself up *to his full height.*
She's drawing herself up *to her full height.*

36

The water's rising *to the top.*
The water's rising *to the brim.*
The water's rising *to overflowing.*

37

He's filling it *to the top.*
He's filling it *to the brim.*
He's filling it *to overflowing.*
He's filling it *to capacity.*

movement from side to side

38

I'm swaying from side *to side.*
My arm's swinging from side *to side.*
My arm's swinging from front *to rear.*
It's rocking from side *to side.*
It's rolling from side *to side.*
It's oscillating from side *to side.*

i. CHANGE to: *I'm swaying from one side to the other.*

39

He's pushing it from side *to side.*
He's swinging it from side *to side.*
He swinging it from front *to rear.*
He's rocking it from side *to side.*
He's tilting it from side *to side.*
He's bending it from side *to side.*

40

The board leans *to the left.*
The board slants *to the right.*
The stick tilts *to the left.*

41

He leans it *to the left.*
He slants it *to the right.*
He tilts it *to the left.*

The stick inclines *to the right.*	He inclines it *to the right.*
The twig bends *to the left.*	He bends the twig *to the left.*
The twig twists *to the right.*	He twists the twig *to the right.*

EXERCISES 40 AND 41: i. CHANGE to: *It has a lean to the left.*

noun followed by **to**

42

Would you show me, please,
the way *to the post office?*
the way *to the public library?*
the way *to the opera house?*
the way *to the police station?*
the road *to the railway station?*

i. CHANGE to the pattern: They made their way *to the post office.*

43

There's the track *to the river.*
This is the path *to the house.*
That's the lane *to the village.*
There's the road *to the town.*
This is the highway *to the city.*
That's the motorway *to the capital.*
('The road *to the isles*'.
'The way *to the stars*'.)

i. CHANGE to: *We took the track to the river.*

44

Have you the key *to the door?*
Have you the lid *to this saucepan?*
Have you the cover *to this?*
Have you the saucer *to this cup?*
Have you the left shoe *to this right one?*
Have you the pair *to this shoe?*
Have you the twin *to this sock?*
Have you the companion *to this volume?*
Have you the sequel *to this volume?*
Have you a handle *to your name?* (coll.).

i. TRANSPOSE to: *There's no key to the door.*

ii. CHANGE *to* to *of* then *for* throughout (omit last).

45

He is without shoes *to his feet.*
He was without a shirt *to his back.*
He is without laces *to his shoes.*
He was without a stitch *to his back* (prov.).
She was without a rag *to her back* (prov.).
He is without a penny *to his name* (prov.).

i. CHANGE to: *He has no shoes to his feet* (omit last three).

Mainly non-demonstrable

46

This is the gate *to the garden.*
This is the entrance *to the building.*
That's the door *to the house.*
This is the exit *to the street.*
There're steps *to the house.*
There's access *to the beach.*
It's a climb *to the summit.*
It's quite a walk *to the shops.*
Here's a companionway *to the lower deck.*
This is an approach *to the problem.*

i. How many of the above permit the formation of a compound noun on the model: *a garden gate*?

47

This is the key *to the door.*
This is the solution *to the problem.*
This is the key *to the puzzle.*
This is the answer *to the question.*
This is the clue *to the mystery.*

i. CHANGE the first *the* to *a*. How has the meaning changed?
ii. CHANGE *to* to *of* (first two only).

48	49
He journeyed from Berwick *to Haifa.*	The journey from Berwick *to Haifa* takes ...
He voyaged from Europe *to America.*	The voyage from Europe *to America* takes ...
He drove from Southampton *to London.*	The drive from Southampton *to London* takes ...
He journeyed from Cambridge *to Oxford.*	The journey from Cambridge *to Oxford* takes ...
He rode from Ismailia *to Cairo.*	The ride from Ismailia *to Cairo* takes ...
He returned from London *to Paris.*	The return from London *to Paris* takes ...

He crossed from England *to France.*	The crossing from England *to France* takes ... The trip from Wellington *to Auckland* takes ... The visit *to his relatives* takes ... The excursion *to the waterfall* takes ... i. COMPLETE the examples with a phrase indicating a period of time.

EXERCISES 44–49: REREAD omitting *from* and noun.
TRANSPOSE to the pattern: *Here's your fare to Haifa.*

50 addition

She's adding salt *to the stew.*
He's adding sugar *to his coffee.*
She's adding milk *to the mixture.*
They're adding cream *to the soup.*

i. CHANGE to: (*a*) *She put salt in the stew.*
(*b*) *She likes salt in the stew.*
ii. CHANGE to the passive voice.

51

This gives taste *to the mixture.*
This gives strength *to that belief.*
This gives authority *to that view.*
This gives style *to her playing.*
This gives polish *to his execution.*
This adds insult *to injury* (prov.).

i CHANGE *gives* to *adds.*

52

He is tutor *to their son.*
She is governess *to the daughter.*
She is nursemaid *to their children.*
She is a slave *to fashion.*

i. CHANGE to: *He is their son's tutor.*

53a

They set a limit *to the time.*
They set limits *to the expense.*

They set targets *to output.*
This set bounds *to his extravagance.*

53b

They put a term *to the contract.*
They put a boundary *to expansion.*
They put limitations *to expenditure.*

i. CHANGE to the passive voice.

EXERCISES 53A AND 53B: REPEAT all examples with *place*, *put* and *set*.

54

He's holding a match *to the flame.*
He is nailing a notice *to the door.*
He is applying the duster *to the board.*
He is sticking one piece *to the other.*
He is joining one end *to the other.*
He is fixing one rod *to the other.*
He is welding the body *to the chassis.*
He is holding a photo *to the light.*

i. CHANGE to the passive voice:
A match is being held to the flame.

55

He will appoint him *to the position.*
He will elect him *to the post.*
He will promote her *to the vacancy.*
He will raise her *to the secretaryship.*

i. CHANGE to the plural throughout.
ii. CHANGE to: *He has been appointed to the position.*

56

We counted this *to his credit.*
We count this *to his discredit.*
We counted this *to his advantage.*
We count this *to his disadvantage.*

i. TRANSPOSE: (*a*) *This is to his credit.*
(*b*) *This counts* (*redounds*) *to his credit.*

57

It's done *to my taste.*
It's done *to my liking.*
It's done *to my satisfaction.*

58

To my mind it's revolting.
To my thinking it's revealing.
To my way of thinking it's revolting.

59

Let us get down *to business.*
Let us get down *to work.*
Let us get down *to details.*
Let us get down *to cases.*

i. CHANGE to: *Let's get down to the business of (planning)* (omit last).

60 stressed to

There's nothing *to it.* It's easy.
There's nothing much *to it.* It's easy.
There's not much *to it.* It's easy.
There's a great deal *to it.* It's not easy.

i. CHANGE *it* to *him* then *them,* omitting *It's easy.*

61

Here's *to the Queen.*
to your health.
to your happiness.
to your future.
to their prosperity.
to their good luck.
to the bride.
to the bridegroom.

i. CHANGE to: *Let's drink to the Queen.*

62

From the first *to the last* they laughed.
From the beginning *to the end* of the performance they laughed.
From the start *to the finish* of the race they laughed.
From the commencement *to the close* of the proceedings they laughed.
From the arrival *to the departure* they laughed.
From the inception *to the conclusion* of the attempt they laughed.

i. INSERT *very* before each of the first two nouns.

63

She goes from smiles *to tears* very quickly.
She goes from tears *to laughter.*
She goes from mirth *to sorrow.*
He goes from optimism *to pessimism.*
He passes from depression *to elation.*
He passes from hilarity *to melancholy.*
They go from clogs *to clogs* (prov.).
We go from ashes *to ashes* (prov.).
We go from dust *to dust* (prov.).

i. REPEAT in simple past tense adding *and back again* (omit last three).

64

He leaves the place *to his neighbour.*
He leaves the book *to the newcomer.*
We leave the room *to the next class.*
We left him *to himself.*
They abandoned the village *to the enemy.*
They abandoned the ground *to the jungle.*

i. RESTATE in the passive voice, past and future.

65

They gave way *to tears.*
They fell a prey *to pestilence.*
He fell a victim *to her charms.*
They fell a prey *to anxiety.*
They left the decision *to your judgment.*
They left the result *to chance.*
They left nothing *to chance.*
They left everything *to chance.*
They abandoned them *to their fate.*
They threw caution *to the winds.*
They left revenge *to time.*
I leave the answer *to your imagination.*
It leaves nothing *to the imagination.*
I left the conclusion *to your own intelligence.*
I left you *to your own devices.*
(He conceded freedom *to the Estates.*)

i. RESTATE in the passive voice (omit first four).

66

As *to the cost*, forget it.
As *to the expense*, forget it.
As *to the change*, keep it.
As *to the charge*, pay it.

i. CHANGE *to* to *for*.

67 betting

It's two *to one* he won't come.
It was three *to one* he wouldn't come.
It's three *to two* he'll win.

68 proportion

They are two *to the inch* (2 to the in.).
They were three *to the foot* (2 to the ft.).
They are four *to the yard* (2 to the yd.).
They were five *to the mile* (2 to the mile).

69

A pressure of 10 lbs *to the square inch.*
A pressure of 20 lbs *to the square inch.*
A pressure of 50 lbs *to the square inch.*
A pressure of 100 lbs *to the square inch.*
A pressure of 1000 lbs *to the square inch.*

degree

70

(1:2) one is *to two.*
(2:5) two is *to five.*
(2:5 as 4:10)
two is *to five* as
four is *to ten.*
(5:5:3:2:2).
five is *to five*
is *to three* is *to two* is *to two.*

i. PRACTISE by changing the figures.

71

It's right *to an inch.*
to a yard.
to a chain.
to a furlong.
to a mile.
to an ounce.
to a hair's breadth.

i. CHANGE to: *They judged it to an inch.*
ii. CHANGE to: *It's right to the nearest inch* (omit last).

72

He drank it *to the last drop.*
He ate it *to the last crumb.*
He'll pay *to the last penny.*
He'd pay *to the last shilling.*
We're with you *to the last gasp.*

73 "extent"

It covers it *to a small extent.*
It covers it *to some extent.*
It covers it *to a greater extent (than before).*
It covers it *to a large extent.*

We're with you *to the last man.*
He knew it *to the last line.*
He'd know it *to the last detail.*

- i. SUBSTITUTE other nouns for the last: e.g. *cent, breath.*
- ii. INSERT *very* before *last.*

74

She's a lady *to the fingertips.*
He's an artist *to the fingertips.*
He's a gentleman *to the fingertips.*

It covers it *to a considerable extent.*

- i. CHANGE *extent* to *degree* throughout.
- ii. CHANGE to: *You're right to a small extent.*

adjectives followed by **to**

75a

He was faithful *to the last.*
She was loyal *to the end.*
They were staunch *to the death.*
They were true *to the last gasp.*

- i. CHANGE to: *They fought to the last.*
- ii. CHANGE to: *They were still trying at the last.*

75b

He was generous *to a fault.*
He was magnanimous *to a degree.*
He was punctual *to the minute.*

76

It's equal *to this.*
It was equivalent *to this.*
It's tantamount *to thieving.*
It is superior *to that.*
They are inferior *to these.*
They were superfluous *to requirements.*

- i. INSERT *hardly,*
- ii. CHANGE to: *It's not altogether equal to this.*

77

It's warm *to the touch.*
It was cold *to the touch.*
It is wet *to the touch.*
It was dry *to the touch.*
It was rough *to the touch.*
It was smooth *to the touch.*
It is soft *to the touch.*

- i. CHANGE *touch* to *skin, tongue, hand.*

78

It's attractive *to the eye.*
It's sweet *to the ear.*

79

It's open *to visitors.*
It's closed *to visitors.*

It's pleasant *to the tongue.*
It's sour *to the taste.*
It's pleasing *to the palate.*
It's smooth *to the touch.*
It's kind *to the nerves.*
It's satisfying *to the spirit.*

i. REPEAT giving the opposite of the adjective.
ii. TRANSPOSE to: *It appeals to the eye* (final example) *It feels smooth to the touch.*
iii. SUBSTITUTE a noun for the adjective where possible: *It's a feast to the eyes.*

They're alive *to the danger.*
They're alert *to the peril.*
They're dead *to the world.*
They're deaf *to all entreaty.*
They're blind *to the consequences.*
They're prone *to flattery.*
They're open *to suggestion.*
They're open *to argument.*
They're open *to persuasion.*
They're indifferent *to the consequences.*
They're open *to offers.*
They're sensitive *to criticism.*

i. PREFIX *More to the point ...* to all examples.

80

It's necessary *to survival.*
It's essential *to revival.*
It's favourable *to success.*
It's material *to the issue.*
It's vital *to health.*

i. REPEAT giving the opposite of the adjective (omit last example).

81

They were devoted *to Nelson.*
They were dedicated *to Nelson.*
They were loyal *to Nelson.*
They were faithful *to Nelson.*
They were indifferent *to Nelson.*
They were opposed *to Nelson.*
They were hostile *to Nelson.*

i. CHANGE to: *Their devotion to Nelson* ... and complete.
ii. CHANGE to: *They were devoted ... to the last man.*

82

They're resistant *to change.*
They're impervious *to change.*
They're averse *to change.*
They're addicted *to drugs.*
They're allergic *to change.*
They were inured *to hardship.*

83

Their resistance *to change* is established.
Their imperviousness *to change* is established.
Their aversion *to change* is established.
There's an addiction *to drugs.*
There's an allergy *to change.*

84 nouns followed by **to**

This is a call *to action.*
This is an appeal *to reason.*
This is a help *to progress.*
This is a spur *to ambition.*
This is an encouragement *to theft.*
This was a stimulus *to thrift.*

i. REPLACE the final noun by a clause: *This is a call to those who desire action.*

85

This is a blow *to trade.*
This is a danger *to peace.*
This was a threat *to security.*
This was a hazard *to shipping.*
This is a peril *to shippers.*
This was an obstacle *to progress.*
This is a barrier *to success.*
This is a hindrance *to development.*
This is a bar *to envelopment.*
This was an impediment *to speed.*
This was a handicap *to travel.*
This was the counter *to German strategy.*

i. SUBSTITUTE *constitute, remove* for *to be.*

86

This is an invitation *to the dance.*
It was an introduction *to the subject.*
Fowler is a guide *to correct English.*
It is a guide *to the subject.*
It was our farewell *to our country.*

87

We provide a service *to our customers.*
We have an obligation *to our clients.*
We had a responsibility *to our customers.*

88

It gives relief *to the suffering.*
It'll give help *to the needy.*

It gave peace *to the weary.*
It gives hope *to the oppressed.*
It'll give balm *to the wounded.*

i. SUBSTITUTE a clause for the *to*-phrase:
...to those who suffer ... to those who are in need.

89

This is a blow *to his bride.*
This was a shock *to his pride.*
This is a setback *to progress.*
This is a tonic *to low spirits.*

90

We won't make corrections *to the wording.*
We won't make alterations *to the working.*
We want to make amendments *to the text.*
We won't make additions *to the tests.*
We want to make insertions *to the test.*
We won't make deletions *to the texts.*
We want to make modifications *to the design.*

i. CHANGE *won't* to the affirmative form.
ii. CHANGE to: *Corrections will have to be made to the wording.*

91

This is a source of satisfaction *to the government.*
This is a source of gratification *to the council.*
This is a source of inspiration *to the artist.*
This is a source of self-congratulation *to the committee.*

i. CHANGE to: *This is satisfying to the government* (omit last example).

92

It was done *to no purpose.*
It is done *to no effect.*
It was done *to no advantage.*
It is done *to no result.*
It was done *to his detriment.*
It was done *to no avail* (prov.).
It was *to all intents and purposes* useless.

i. PREFIX *Thanks to you ...* to all examples.
ii. CHANGE to: *He did it to no purpose.*
iii. CHANGE *no* to *some* (omit last three).

93

It makes sense *to me.*
It made nonsense *to me.*
It makes a pattern *to me.*

i. RESTATE in the negative.

94 **to** = accompanied by the sound of ...

He fell asleep *to the sound of thunder.*
He awoke *to the tinkle of crockery.*
He dozed *to the noise of rain on the roof.*
They awakened *to the roar of the waves.*
They fled *to the scream of the siren.*
They advanced *to the skirl of the pipes.*

i. TRANSPOSE to: *He heard the sound of thunder as he fell asleep.*

95

She closed her eyes *to the sight of blood.*
She closed her ears *to the sounds of pain.*
She closed her mind *to any proposal.*
to any suggestions.

i. CHANGE *to* to *at* in the first two examples.
What difference to the meaning does the change make?

96 all **to** the good!

This is music *to her ears.*
This was a feast *to her eyes.*
This was balm *to her spirit.*

97

The teacher gave a reply *to the question.*
The teacher made no response *to the question.*
The teacher gave a refusal *to the request.*
The teacher gave an answer *to the query.*
The teacher gave a solution *to the problem.*
The teacher gave approval *to the proposal.*
The teacher gave approval *to the suggestion.*

i. TRANSPOSE to the pattern: *The student put a question to the teacher.*
ii. TRANSPOSE to the passive voice: *A reply has been given to the question.*

98

He'll play Brutus *to your Caesar.*
He'd play Cassius *to your Brutus.*
He'd play Iago *to your Othello.*
He's played Anthony *to your Cleopatra.*
He's played Goliath *to your David.*

i. CHANGE to: *He would have liked to play B ...*

99

The laurels go *to the victor.*
The spoils go *to the winner.*
The prize goes *to the strong.*
The booty goes *to the conqueror.*
The race goes *to the swift.*
The battle goes *to the brave.*

i. REREAD omitting *go(es).*
ii. CHANGE to: *The victor deserves the laurels* (omit last two).

100

I wish to make an objection *to that statement.*
I wish to make a reservation *to that statement.*
I wish to make a qualification *to that statement.*
I take exception *to that statement.*
This is an exception *to the rule.*

i. CHANGE to: *He made no objection to that statement.*

(Three roads to *one destination*)

101a

He went from good *to bad.*
He went from bad *to worse.*

101b

Glances led *to words.*
Words led *to blows.*
Blows led *to murder.*
Murder led *to the chair.*

101c

Insult led *to injury.*
Injury led *to violence.*
Violence led *to retaliation.*
Retaliation led *to murder.*
Murder led *to the chair.*

102

To his credit, he did do something.
To his fame, he did his best.

To his honour, he did do something.
To his discredit, he did nothing.
To his shame, he did nothing.
To his dishonour, he did nothing.

i. ADD an adjective to the first noun e.g. *eternal*, *great*.
ii. CHANGE to: *It stands to his credit that he did do something.*

103

Jack took *to his heels*.
Auntie took *to her bed*.
Father took *to drink*.
Mother took *to the bottle*.
Harry took *to drugs*.
Sis took *to reading Shakespeare*.
Jack took *to crime*.

104 degree to the point

He's thin *to the point of gauntness*.
She's fat *to the point of obesity*.
She's lean *to the point of emaciation*.
He's old *to the point of senility*.
She's generous *to the point of folly*.
She's weak minded *to the point of idiocy*.

i. CHANGE to the pattern:
He's gaunt rather than thin.

105

He understood, *to his horror*, that ...
He saw, *to his despair*, that ...
He realized, *to his stupefaction*, that ...
He comprehended, *to his consternation*, that ...
He appreciated, *to his alarm*, that ...
He knew, *to his shame*, that ...
He saw, *to his sorrow*, that ...
He apprehended, *to his dismay*, that ...
He comprehended, *to his relief*, that ...
He learnt, *to his surprise*, that ...
He heard, *to his astonishment*, that ...
He had heard, *to his satisfaction*, that ...
He had word, *to his joy*, that ...
He understood, *to his delight*, that ...

i. COMPLETE the sentences with a suitable noun clause.

106 special affinity of **to** for *dis-*

To his distrust, she smiled.
To her disapproval, they smiled.

To their disbelief, she smiled.
To his dissatisfaction, she smiled.
To my disappointment, she smiled.
To his discomfiture, ...
To our discomposure, ...
To your disconcertment, ...
To their discontent, ...
To her discouragement, ...
To her disdain, ...
To their disenchantment, ...
To his disgrace, ...
To our disgust, ...
To the displeasure of those present, ...
To the distaste of his friends, ...
To the distress of her family, ...

i. COMPLETE the sentences.
ii. How many suit this context when *dis-* is removed?
iii. REREAD inserting *great*, *utter*, *eternal*, before the noun beginning with *dis-*
iv. PREFIX *much* to the phrases beginning with *to*.

OF EDUCATION FOR WOMEN
Dept. of Ext[illegible]
SERVICE.
CALCUTTA-27

Note to teachers

on teaching the preposition **to** to express degree

While *to* is alone among the prepositions in its singleness of meaning – destination or direction to a destination, this preposition has its own particular kind of facility to express degree. It is a preposition always indicative of movement and in English movement is usually used to express degree. *To* has therefore a special function in the teaching of advanced English where precision or exactitude of thought is required.

This use of *to* with advanced, often abstract, vocabulary to express degree and its intimate relation to movement can be exploited by the skilful teacher. The text of this section is divided into ten sub-sections based on the direction of the movement.

To take the simplest possible example, a book can be used to cover a smaller book to elicit the following vocabulary.

This small book is wholly/entirely/completely uncovered (moving larger book very slowly across the smaller book). (I am going to cover this small book by this larger one by degrees.)

The smaller book is covered *to a small extent.*
to some extent.
to a certain extent.
to a greater extent than formerly.
to a considerable extent.
to a very considerable extent.
to a large extent.
to a very large extent.

The small book is now wholly/entirely/completely covered.

(The teacher repeats the situation substituting *degree* instead of *extent.*)

(The teacher then repeats the situation, placing an obstacle (say a ruler) across the book to be covered to produce the following sentences.)

The small book is covered *to a limited extent.*

The small book is covered *to the extent that this is possible.*

The link of *to* with lateral movement (Section B) and degree can then be further exploited in the following way. A student is made to go across the room from the door to the opposite wall pausing at the chair, the table and finally stopping at the wall eliciting: *He is going to the chair, to the table, to the wall* (Section B). Later (see section E) an analogy in (mainly) abstract vocabulary may then be presented in the same preposition:

She cooks it to my taste. to perfection. to a cinder.
to my liking. to a turn. to ashes.
to my satisfaction. to a tee. to excess.

Nor is it merely lateral movement which can be exploited in this way to express precision in degree. Movement in other directions can also be treated somewhat similarly e.g. for movement upwards (Section D):

He raises his eyes *to the table to the picture. to the ceiling.*
He raises his voice *to a cry to a howl. to a scream.*
to a bellow. to a shriek.
to a yell.

More abstract 'destinations' would have to be indicated on the board with perhaps arrows to indicate stages.

to higher levels. to great heights.
He raised efficiency *to new levels. to new heights.*

Movement downwards can be demonstrated firstly with a physical movement then perhaps with a sketch of an excavation with various depths marked down to bedrock to provide oral practice with numbers. The final stages might, as with movement up, be practised by means of key verbs, such as *reduce*, with the final noun of abstract 'destination' being put on the blackboard thus:

He reduced the mess *to order.*
to a formula.
to a drill.
to a routine.

It reduced *to order.*
to a formula.
to a drill.
to a routine.

Section E, TO + ADVERBIAL PHRASE MEANING AS REQUIRED lends itself to physical demonstration with the group of sentences.

He cuts this paper *to size/shape/pattern/this length* leading to such abstract vocabulary as:

They roll the metal *to requirements.*
to specifications.
to these tolerances.

The importance of such teaching in advanced work for students who wish to use the language as a precise instrument in technical matters is obvious. Sections F, G, H, I, J lend themselves to similar treatment and throughout the entire text dealing with the abstract 'destinations' of *to*, the text, by placing synonyms as far as possible side by side, will permit of rapid exploitation on these lines.

into

While the same principle has been applied to the advanced vocabulary with *into* it may be advisable to add to the arrow used with *to* a 'container' which will, on the board, act as a recipient for the words to be taught, thus:

This sent him
He sank

into a deep sleep.
into a slumber.
into a reverie.
into a brown study.
into a stupor.
into a coma.
into a torpor.

It is suggested therefore that the text be followed in this wise by the teacher subject of course to the teacher's selection of vocabulary to suit any limited objective to which his class is directed. It would be a fairly rare occurrence when the entire text would be taught because the vocabulary spans very divergent types of objective from the purely 'literary' to the purely scientific.

The preposition **to**: *section two*

Principally abstract vocabulary

A Main verb change:

bring	come
STRUCTURE ONE: S. + V. + D.O. + Adv. (TO ...)	STRUCTURE TWO: S. + V. + Adv. (TO ...)
FACIAL EXPRESSION	
This brought a smile *to her lips.*	A smile came *to her lips.*
This brought a laugh *to her lips.*	A laugh came *to her lips.*
This brought a blush *to her cheek.*	A blush came *to her cheek.*
This brought a sigh *to her lips.*	A sigh came *to her lips.*
This brought a moan *to her lips.*	A moan came *to her lips.*
This brought tears *to her eyes.*	Tears came *to her eyes.*
This brought a glow *to her cheeks.*	A glow came *to her cheeks.*
This brought a sparkle *to her eyes.*	A sparkle came *to her eyes.*
EXERCISE I RESTATE in the present perfect and future tenses.	EXERCISE I REPEAT in the present perfect tense.
PHYSICAL	
They bring him *to me.*	He comes *to me.*
They bring him *to his knees.*	He comes *to his knees.* (He sinks *to his knees.*)
They bring the dog *to heel.*	It comes *to heel.*
He brought the ball *to rest.*	The ball comes *to rest.*
They brought the wheel *to a standstill.*	It came *to a standstill.*
They brought the train *to a halt.*	It came *to a halt.*
They brought the machine *to a stop.*	It came *to a stop.*
They brought them *to a safe place.*	They came *to a safe place.*
They brought them *to safety.*	They came *to safety.*
They brought it *to its original position.*	It came *to its original position.*

They brought them *to attention.*	They came *to attention.*
They brought the water *to the boil.*	It came *to the boil.*

EXERCISE I RESTATE in the passive voice past, present and future.

ABSTRACT

He brought the matter *to a close.*	It came *to a close.*
He brought the matter *to an end.*	It came *to an end.*
He brought the discussion *to an end.*	The discussion came *to an end.*
He brought negotiations *to a close.*	The negotiations came *to a sudden close.*
He brought the offensive *to a stop.*	The offensive came *to a sudden stop.*
He brought trade *to a halt.*	Trade came *to a halt.*
He brought the economy *to a standstill.*	The economy came *to a standstill.*
This brought the negotiations *to a successful conclusion.*	Negotiations came *to a successful conclusion.*
This brought negotiations *to a deadlock.*	Negotiations came *to a deadlock.*
This brought negotiations *to an impasse.*	Negotiations came *to an impasse.*
He brought the matter *to a crisis.*	The matter came *to a crisis.*
He brought matters *to a climax.*	Matters came *to a climax.*
He brought matters *to a head.*	Matters came *to a head.*
EXERCISE I REPEAT in the passive voice past, present and future.	EXERCISE I REPEAT in the present, present perfect and past perfect tenses.
He brought the plan *to fruition.*	The plan came *to fruition.*
He brought the figures *to mind.*	The details come *to mind.*
He brought the facts *to mind.*	The circumstances come *to mind.*
He brought this matter *to your notice.*	The matter comes *to my notice.*
They brought this question *to the fore* (*front*).	The question comes *to the fore* (*front*).
He brought it *to your attention.*	It comes *to my attention.*
He brought it *to my knowledge.*	It came *to my knowledge.*

He brought the facts *to light.*	The facts come *to light.*
This brought him *to life.*	He comes *to life.*
This brought him *to himself.*	He came *to himself.*
He brought him *to his senses.*	He comes *to his senses.*
This brought them *to grief.*	They come *to grief.*
He brought him *to account.*	
He brought him *to book.*	
This brought him *to a decision.*	He comes *to a decision.*
He brought them *to an understanding.*	They came *to an understanding.*
He brought him *to terms.*	He comes *to terms.*
This brought the beast *to bay.*	The beast came *to bay.*
They brought them *to battle.*	They came *to battle.*
He brought him *to trial.*	He comes *to trial.*
He brought him *to justice.*	He comes *to justice.*
This brought them *to grips* with the problem.	They came *to grips* with the problem.
EXERCISE I REPEAT in the passive voice past, present and future.	EXERCISE I MAKE UP sentences using the probable and improbable conditional: *If the plan comes to fruition, If the plan came to fruition.*
They brought their art *to perfection.*	Their art came *to perfection.*
He brought the solution *to fermentation.*	It comes *to fermentation.*
She brought him *to the point of proposing.*	He comes *to the point of proposing.*
This brought him *to the realization that ...*	He comes *to the realization that ...*
He brought them (round) *to his way of thinking.*	They will come (round) *to his way of thinking.*
This brought him *to an understanding* of their importance.	He came *to an understanding* of their importance.
This brought him *to an awareness* of ...	He came *to an awareness* of ...
The elections brought the party *to power.*	The party came *to power.*

This brought them *to no great harm.*	They came *to no great harm.*
They brought us *to this pass.*	Things have come *to a pretty pass.*
This brings us *to modern times.*	We come now *to modern times.*
He brought great distinction *to the university.*	Great distinction came *to the university.*
They brought the ship *to instant readiness.*	The ship came *to instant readiness.*
They brought the battalion *to full strength.*	The battalion came *to full strength.*
They brought the army *to short notice.*	The army came *to short notice.*
They brought the services *to a war footing.*	The services came *to a war footing.*
EXERCISE I. REPEAT in the passive voice past, present and future.	EXERCISE I REPEAT in the past perfect and future tenses.

FORCE	COME
She forced a smile *to her lips.*	A smile came *to her lips.*
He forced the matter *to a head.*	The matter came *to a head.*
They forced matters *to a crisis*	Matters came *to a crisis.*
They forced them *to a decision.*	They came *to a decision.*
He forced them *to an understanding.*	They came *to an understanding.*
They forced him *to terms.*	He came *to terms.*
This forced him *to the point of proposing.*	He came *to the point of proposing.*
This forced him *to the realization that ...*	He came *to the realization that ...*
He forced them *to his way of thinking.*	They came *to his way of thinking.*
	If the worst comes *to the worst.*
EXERCISE I REPEAT in the pattern: *Matters were being forced to a crisis* (omit first two).	EXERCISE I REPEAT in the perfect, present continuous and future tenses.

NOTE ON STYLISTIC VARIANTS OF A STRUCTURE

IT + VERB + TO + A + STOP/HALT/STANDSTILL.

The great increase in the means and use of locomotion over the past 100 years or so has not gone unreflected in the English language.
The structure IT + VERB + TO + A + STOP/HALT/STANDSTILL appears very frequently in both the oral and written language to describe the stopping of vehicles, machines and moving bodies generally. Some stylistic variants based on a change of verb to describe different kinds of movement and sound which accompany the action are given below.

movement	sound
It *slid* to a stop/to a halt.	It *wheezed* to a stop/to a halt.
It *slowed* to a stop/to a standstill.	It *puffed* to a stop/to a standstill.
It *glided* to a stop.	It *hissed* to a stop.
It *crept* to a stop.	It *clanked* to a stop.
It *rolled* to a stop.	It *clattered* to a stop.
It *ground* to a stop.	It *rattled* to a stop.
It *braked* to a stop.	It *shrieked* to a stop.
It *bounced* to a stop.	It *screamed* to a stop.
It *shuddered* to a stop.	It *screeched* to a stop.
It *lurched* to a stop.	It *squealed* to a stop.
It *lumbered* to a stop.	
It *trundled* to a stop.	

B 'To' with adverbials of degree: lateral movement

PHYSICAL, DEMONSTRABLE

STRUCTURE ONE: S. + V. + D.O. + Adv. with TO.	STRUCTURE TWO: S. + V. + Adverbial with TO.
1 pull, extend, stretch	extend, stretch
I'm pulling the string *to the chair.*	The string stretches *to the chair.*
I'm pulling the string *to this point.*	The string stretches *to this point.*
I'm pulling the string *to breaking point.*	The string stretches *to breaking point.*

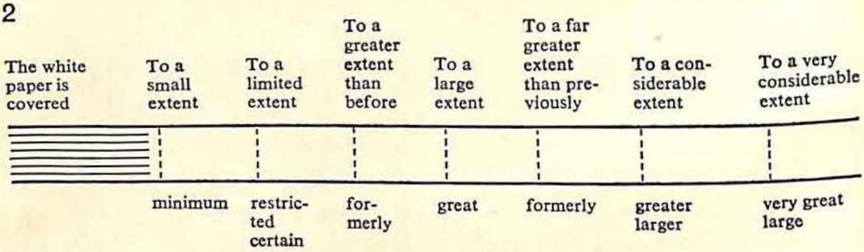
I'm pulling the string *to its full length.*

EXERCISE 1 SUBSTITUTE the verbs nominated for pull.
2 RESTATE in the passive voice, past present and future.

The string unwinds *to its full length.*

EXERCISE 1 SUBSTITUTE *extend* for *stretch* and *unwind* (omit three).
2 SUBSTITUTE a clause beginning with *until* for the adverbial phrase.

2


The white paper is covered
To a small extent
To a limited extent
To a greater extent than before
To a large extent
To a far greater extent than previously
To a considerable extent
To a very considerable extent
minimum
restricted
certain
formerly
great
formerly
greater
larger
very great
large

I'm covering the paper *to a small extent.*
to a minimum extent.
to a limited extent.
to a restricted extent.
to a certain extent.
to a greater extent than before.

I'm covering the paper *to a greater extent than formerly.*
to a large extent.
to a great extent.
to a far greater extent than previously.
to a far greater extent than formerly.
to a considerable extent.
to a greater extent.
to a larger extent.
to a very considerable extent.
to a very great/large extent.

EXERCISE 1 SUBSTITUTE *degree* for *extent* throughout.
2 RESTATE in the passive voice past, present and future.
3 SUBSTITUTE *in* for *to a* and *measure* for *extent.*
4 USE all adverbial phrases with the following sentences: *This is true ... This is untrue ... I agree ... I disagree ...*

(Parts of the body or clothes)

3a

I'm biting my nails *to the quick.*	
I'm working my fingers *to the bone.*	
They armed him *to the teeth.*	He armed *to the teeth.*
It wets me *to the skin.*	

3b strip, undress	strip, undress
They stripped him *to his shirt.*	He stripped *to his shirt.*
They stripped him *to his vest.*	He stripped *to his vest.*
They stripped him *to the waist.*	He stripped *to the waist.*
They stripped him *to the skin.*	He stripped *to the skin.*
They stripped him *to the buff.*	He stripped *to the buff.*
EXERCISE 1 RESTATE in the passive voice past, present and future.	EXERCISE 1 CHANGE to: *He was standing in the rain stripped to his shirt.* 2 CHANGE to: *He was caught and stripped to his shirt.*

4 freeze, chill, cut

The wind froze them *to the bone.*
The wind froze them *to the marrow.*

5 cut, sting, touch	cut, sting
The refusal cut him *to the quick.*	The refusal cut *to the quick.*
The rebuff cut him *to the heart.*	The rebuff cut *to the heart.*
EXERCISE 1 RESTATE in the passive voice with all nominated verbs in three tenses.	EXERCISE 1 SUBSTITUTE *stung* for *cut.*

6 fan

The wind fanned the spark, the embers *to a flame.*

7 degree (*general*)

ABSTRACT

I'm exerting my strength *to the full.*
We will help you *to the utmost.*

We will exert our influence *to the uttermost.*
They exploited the situation *to the maximum.*
They will support you *to the hilt.*

EXERCISE 1 TREAT as a substitution table except the final phrase of the last example.
2 REPEAT in the passive voice past, present and future.

8

I'm telling the truth *to the best of my ability.*
I'm describing the facts *to the best of my belief.*
I'm making this statement *to the best of my knowledge and belief.*

EXERCISE 1 SUPPLY twenty sentences to end with *to the best of my ability* e.g. *I'm drawing circles to ...*

He's studying *to the best of his ability.*
He's reporting *to the best of his belief.*
He's speaking *to the best of his knowledge and belief.*

EXERCISE 1 MAKE UP ten similar sentences with different verbs.

9 put

This is putting me *to considerable trouble.*
This is putting me *to considerable effort.*
This is putting me *to considerable inconvenience.*
This is putting me *to considerable expense.*

EXERCISE 1 SUBSTITUTE *no end of* for *considerable* throughout.
2 RESTATE in the passive voice past and future.

go

I'm going *to considerable trouble* on your account.
I'm going *to considerable effort* on your behalf.
I'm going *to considerable inconvenience* on your account.
I'm going *to considerable expense* on your behalf.

EXERCISE 1 SUBSTITUTE *no end of* for *considerable.*
2 REPEAT in the present perfect and past perfect tenses.

10 copy, plan, imitate

I'm copying them *to the last detail.*
I'm copying them *to the smallest detail.*
I'm copying them *to the letter.*
I'm copying them *to the smallest particular.*

agree, coincide

They agree *to the last detail.*
They agree *to the smallest detail.*
They agree *to the letter.*
They agree *to the smallest particular.*

(eat) (drink) consume, enjoy	disappear
They ate it *to the last mouthful.*	It disappeared *to the last mouthful.*
They ate it *to the last crumb.*	It disappeared *to the last crumb.*
They drank it *to the last mouthful.*	It disappeared *to the last mouthful.*
They drank it *to the last drop.*	It disappeared *to the last drop.*
EXERCISE 1 SUBSTITUTE *consume* and *enjoy* for *eat* or *drink.* 2 REPEAT in the passive voice past perfect and present perfect tenses all suitable verbs.	EXERCISE 1 USE the adverbial phrase with adjectives e.g. *palatable, refreshing.*

11 fight	fight, battle, endure
They fought the enemy *to the last man.*	They fought *to the last man.*
They fought the attackers *to the last round.*	They fought *to the last round.*
They fought their positions *to the last ditch.*	They fought *to the last ditch.*
They fought their ships *to the last moment.*	They fought *to the last moment.*
They fought their guns *to the last.*	They fought *to the last.*
	They fought *to the last breath.*
They fought the invader *to the death.*	They fought *to the death.*
EXERCISE 1 INSERT *very* before *last* in both patterns.	EXERCISE 1 SUBSTITUTE the verbs nominated for *fight.* 2 ADD the phrase beginning with *to* ... to the sentence: *We are with you ...*

12 break, smash, crush, tear, blow, dash, shake, pick, cut, chop, kick	break, smash, crush, blow, shake, dash, go
I'm breaking it *to pieces.*	It breaks *to pieces.*
I'm breaking it *to bits.*	It breaks *to bits.*

I'm breaking it *to fragments.*
I'm breaking it *to atoms.*

EXERCISE 1 SUBSTITUTE all verbs nominated in place of *break* in the present continuous and simple past tenses.

2 RESTATE with all verbs in the passive voice in three tenses.

It breaks *to fragments.*
It breaks *to atoms.*

EXERCISE 1 SUBSTITUTE all verbs nominated in place of *break* in the simple past and present perfect tenses in the interrogative form.

13 tear, blow, cut, pick

I'm tearing it *to pieces.*
I'm tearing it *to bits.*
I'm tearing it *to shreds.*
I'm tearing it *to ribbons.*
I'm tearing it *to rags.*
I'm tearing it *to tatters.*
I'm tearing it *to scraps.*
I'm tearing it *to atoms.*

EXERCISE 1 REPLACE *tear* by the nominated verbs in the present continuous and simple past tenses.

2 RESTATE orally with all verbs in the passive voice e.g. *It'll be torn... It'd been torn ...*

tear, blow

It tears *to pieces.*
It tears *to bits.*
It tears *to shreds.*
It tears *to ribbons.*
It tears *to rags.*

It tears *to scraps.*
It tears *to atoms.*

EXERCISE 1 REPEAT using the improbable conditional: *If it tore to pieces, I'd have to get another.*

2 REPEAT substituting a clause beginning with *until* ... for the adverbial phrase.

14 take

I'm taking it *to pieces.*
I'm taking it *to bits.*
=I'm taking it apart.

come, fall

It comes *to pieces.*
It comes *to bits.*
=It comes apart.

Technical

15 widen, lengthen, shorten

They widened it *to 6 feet.*
They lengthened it *to 16 feet.*
They shortened it *to 60 feet.*

widen, lengthen, shorten

It widened *to 6 feet.*
It lengthened *to 16 feet.*
It shortened *to 60 feet.*

16 change, turn, cool, freeze, heat, boil

We change it *to a gas.*
We changed it *to a vapour.*
We changed it *to a liquid.*
We changed it *to a solid.*
We changed it *to a semi-liquid.*

EXERCISE 1 SUBSTITUTE all nominated verbs for *change* in both structures where applicable.
2 RESTATE in the passive voice with all verbs in the past perfect and improbable conditional with four verbs.

change, turn, cool, freeze, heat, boil

It changed *to a gas.*
It changed *to a vapour.*
It changed *to a liquid.*
It changed *to a solid.*
It changed *to a semi-liquid.*

EXERCISE 1 REPEAT with suitable verbs in the present continuous and present perfect tenses.

17 beat, crush, grind, squeeze

We beat it *to a powder.*
We beat it *to a pulp.*

go, crush, grind, squeeze

It went *to a powder.*
It went *to a pulp.*

18 beat, mix, whip, stir, boil, thicken, evaporate, thin, dilute

We beat it *to a paste.*
We beat it *to a cream.*
We beat it *to a gruel.*
We beat it *to a jelly.*
We beat it *to an emulsion.*

EXERCISE 1 SUBSTITUTE all nominated verbs for *beat* in the simple past and past continuous tenses.
2 RESTATE in the passive voice in any three tenses.
3 REPEAT both structures inserting *thin* and *thick* before the final noun.

beat, mix, whip, stir, boil, thicken, evaporate, thin, dilute

It went *to a paste.*
It went *to a cream.*
It went *to a gruel.*
It went *to a jelly.*
It went *to an emulsion.*

EXERCISE 1 REPEAT with all nominated verbs in place of *go* in the simple past and future tenses.
2 REPEAT both structures changing the final phrase to *to the consistency of a thin paste.*

19 do, fit, adjust, gauge, measure, judge	fit, adjust, gauge, measure, work
I'm fitting it *to a fine margin.*	It gauges *to a fine margin.*
I'm fitting it *to fine tolerances.*	It gauges *to fine tolerances.*
I'm fitting it *to the thickness of a fingernail.*	It gauges *to the thickness of a fingernail.*
I'm fitting it *to a hair's breadth.*	It gauges *to a hair's breadth.*
I'm fitting it *to the breadth of a finger.*	It gauges *to the breadth of a finger.*
I'm fitting it *to a nicety.*	It gauges *to a nicety.*
EXERCISE I SUBSTITUTE all nominated verbs for *fit.* 2 RESTATE in the passive voice present and simple past tenses with all verbs.	EXERCISE I SUBSTITUTE all nominated verbs for *gauge.*

20 calculate, measure, estimate

They calculated the answer *to 3 places of decimals.*
They calculated needs *to the nearest inch.*
They calculated requirements *to the nearest yard.*
They calculated them *to the nearest pound.*
They calculated them *to the nearest milligram.*
They calculated them *to the nearest thousandth of a second.*

EXERCISE I SUBSTITUTE *a* (*an*) for *nearest.*
2 SUBSTITUTE *measure* and *estimate* for *calculate.*

21 lighten, darken, change	lighten, darken, change
They changed the paint *to this colour.*	The paint changed *to this colour.*
They lightened the paint *to this shade.*	The paint lightened *to this shade.*
They darkened the paint *to this tint.*	The paint darkened *to this tint.*

22 inflate, deflate	expand, shrink
He inflated the balloon *to twice its usual size.*	The balloon expands *to twice its usual size.*
He deflated the balloon *to half its normal size.*	The balloon shrank *to half its normal size.*

23 take, carry, transmit, transfer	go, pass
The pipes carry the gas *to the stove.*	The gas goes *to the stove.*
The pipes carry the liquid *to the refinery.*	The liquid goes *to the refinery.*
The wires carry the current *to the cylinders.*	The current goes *to the cylinders.*
The piston carries the movement *to the shaft.*	The movement goes *to the shaft.*

24 take, carry, follow	lead
They carried the reasoning *to its conclusion.*	The reasoning led *to this conclusion.*
They carried the principle *to its logical conclusion.*	The principle led *to its logical conclusion.*

25 take, carry, push	go
They carried the matter *to great lengths.*	They went *to great lengths.*
They carried the matter *to such lengths* that ...	They went *to such lengths* that ...
They carried the principle *to absurd lengths.*	They went *to absurd lengths.*
They carried the reasoning *to the point of absurdity.*	They went *to the point of absurdity.*
They carried the joke *to extremes.*	They went *to extremes.*
EXERCISE 1 REPEAT as a substitution table using all nominated verbs. 2 RESTATE in the passive voice past, present and future.	EXERCISE 1 ADD *to prove that ...* and complete the sentence. 2 MAKE UP sentences beginning, *Having gone to great lengths they ...*

He carried the scar *to the grave.*

Mainly abstract destinations

1 send	go
They sent them *to a safe place.*	They went *to a safe place.*
They sent them *to safety.*	They went *to safety.*

They sent them *to their account.*	They went *to their account.*
They sent them *to their death.*	They went *to their death.*
They sent them *to their fathers.*	They went *to their fathers.*
They sent them *to Coventry* (prov.).	They went *to Coventry* (prov.).
This sent them *to pot* (coll.).	They went *to pot* (coll.).
	They went *to the pack* (coll.).
	go, run
	They go *to seed.*
	run
	They run *to fat.*
	They run *to seed.*
	They run *to buying jewellery.*
	They run *to jewellery.*
	They run *to words.*
	They run *to prolixity.*
	(He rides *to hounds*).
2 put	
They put them *to flight.*	They took *to flight.*
	They took *to their heels.*
They put them *to death.*	They went *to their death.*
They put them *to shame.*	
3 take	go
They took him *to task.*	
They took him *to court.*	He went *to court.*
They took him *to law.*	He went *to law.*
They took the matter *to arbitration.*	The matter went *to arbitration.*
EXERCISE I REPEAT in the passive voice past and future.	
4 drive, goad	
This drove them *to action.*	
They drove them *to exhaustion.*	They worked *to exhaustion.*
They drove them *to the point of exhaustion.*	They worked *to the point of exhaustion.*
This drove him *to despair.*	

She drove him *to distraction.*
This drove him *to madness.*
They drove them *to their death.*
They drove them *to suicide.*

EXERCISE I INSERT *to the point of* after *to.*

5 eat, drink, smoke	eat, drink, smoke
They ate meat *to their satisfaction.*	They ate *to their satisfaction.*
They drank beer *to their liking.*	They drank *to their liking.*
They smoked cigars *to repletion.*	They smoked *to repletion.*
They ate meat *to satiety.*	They ate *to satiety.*
They drank beer *to excess.*	They drank *to excess.*

EXERCISE I SUBSTITUTE *the point of* in place of *their* with both structures (omit first two on both sides).

6 do, copy, imitate	copy, cook
They did it *to our satisfaction.*	She cooks *to our satisfaction.*
They did it *to our liking.*	She cooks *to our liking.*
They did it *to the life.*	
They did it *to perfection.*	She cooks *to perfection.*
They did it *to the manner born.*	(She cooks *to a cinder.*)
They did it *to death.* (*do* only).	

7 follow, send	follow, go, rush, dash
They followed him *to victory.*	They followed *to victory.*
They followed him *to defeat.*	They followed *to defeat.*
They followed him *to their fate.*	They followed *to their fate.*
They followed him *to perdition.*	They followed *to perdition.*
They followed him *to death and dishonour.*	The followed *to death and dishonour.*
They followed him *to oblivion.*	They followed *to oblivion.*
They followed them *to annihilation.*	They followed *to annihilation.*
EXERCISE I REPEAT substituting *send* for *follow.*	EXERCISE I. SUBSTITUTE all nominated verbs for *follow.*

8 lead, force (first 3 only)	lead
These facts lead us *to the belief that ...*	The facts lead *to the belief that ...*

The evidence leads us *to the belief that ...*	The evidence leads *to the belief that ...*
The reasoning leads us *to this conclusion.*	The reasoning leads *to this conclusion.*
These beliefs lead us *to our undoing.*	These beliefs lead *to our undoing.*
These mistakes lead us *to disaster.*	These mistakes lead *to disaster.*
These mistakes lead us *to defeat.*	These mistakes lead *to defeat.*
These decisions lead us *to victory.*	These decisions lead *to victory.*
EXERCISE 1 RESTATE substituting *force* for *lead.* 2 RESTATE in the passive voice with both verbs in the past and future tenses.	EXERCISE 1 REPEAT in the past perfect, present perfect and future tenses.
9 applaud	**applaud**
They applauded him *to the echo.*	They applauded *to the echo.*
10 starve, beat, kick, stab, hound	**starve**
They starved him *to death.*	He starved *to death.*
They burned him *to death.*	He burned *to death.*
They kicked them *to death.*	
They stabbed them *to death.*	He bled *to death.*
They hounded them *to death.*	
EXERCISE 1 RESTATE in the passive voice perfect and past perfect tenses.	
11 crowd	**crowd**
This crowded them *to suffocation.*	They crowded *to suffocation.*
12 laugh, hold	
They laughed him *to scorn.*	
13 swear	**trust**
They swore them *to silence.*	They trusted *to luck.*
The conspirators swore them *to secrecy.*	They trusted *to chance.*

C 'To' with adverbials of degree (cont.): with movement upwards

Mainly demonstrable

STRUCTURE ONE S. + V. + D.O. + Adverbial with TO ...	STRUCTURE TWO S. + V. + Adverbial with TO ...
PHYSICAL (DEMONSTRABLE)	
1 raise, lift	**rise, go**
I'm raising my arms *to their fullest extent.*	My arms are rising *to their fullest extent.*
I'm raising my eyes *to the ceiling.*	My eyes went *to the ceiling.*
2 raise (*himself*), help, lift	**rise, stumble**
I'm helping him *to his knees.*	He is rising *to his knees.*
I'm lifting him *to his feet.*	He's stumbling *to his feet.*
He's raising himself *to his knees.*	He's staggering *to his knees.*
He's raising himself *to his feet.*	He's rising *to his feet.*
3 fill, raise (*the level*)	**rise**
I'm filling the glass *to the brim.*	The water rises *to the brim.*
I'm filling the beaker *to the top.*	The liquid rises *to the top.*
	fill
I'm filling the cylinder *to capacity.*	The glass fills *to capacity.*
I'm filling the container *to the level of the mark.*	The beaker fills *to the level of the mark.*
I'm filling the flask *to overflowing.*	The cylinder fills *to overflowing.*
I'm filling it *to within an inch of the top.*	The container fills *to within an inch of the top.*
I'm filling it *to the required level.*	The flask fills *to the required level.*
EXERCISE I REPEAT in the passive voice past and future.	EXERCISE I REPEAT in the present perfect tense.
4 raise, lift (*with sound*)	**rise (*with sound*)**
I'm raising my voice *to a cry.*	My voice rises *to a cry.*
I'm raising my voice *to a howl.*	My voice rises *to a howl.*

I'm raising my voice *to a yell.*
She's raising her voice *to a scream.*
She's raising her voice *to a shriek.*
I'm raising my voice *to a bellow.*

EXERCISE 1 SUBSTITUTE one verb in the simple past tense for the verb and object and objective complement: *I cried.*

2 REPEAT inserting *loud, shrill, an agonising* before the final noun.

My voice rises *to a yell.*
Her voice rises *to a scream.*
Her voice rises *to a shriek.*
My voice rises *to a bellow.*

EXERCISE 1 REPEAT in the simple past tense.

rise

The fish rose *to the bait.*
He rose *to the occasion.*

rise

The noise rose *to a roar.*
The music rose *to a crescendo.*
The hiss rose *to a scream.*
The sound rose *to a shrill whistle.*
The whirr rose *to a thunderous roar.*
The rumble rose *to a loud drumming.*

EXERCISE 1 REPEAT as a substitution table.

2 REPEAT on the pattern: *The noise rose until it was a roar.*

5 heat, bring

I'm heating the pin *to a red heat.*
I'm heating the water *to boiling-point.*
I'm heating the metal *to 1000°C.*
Speed heats the metal *to incandescence.*

EXERCISE 1 SUBSTITUTE *bring* for *heat.*

2 RECAST into the pattern: *I'm raising the temperature of the pin ...*

heat, come

The pin heats *to a red heat.*
The water heats *to boiling-point.*
The metal heats *to 1000°C.*
The metal heats *to incandescence.*

EXERCISE 1 SUBSTITUTE *come* for *heat.*

	go
	Praise goes *to his head.*
	Success goes *to his head.*
6 blow ... up, inflate	(*the pressure*) increase, rise
I'm blowing the balloon up *to 30 p.s.i.*	The pressure increases *to 30 p.s.i.*
I'm blowing the balloon up *to bursting-point.*	The pressure increases *to bursting-point.*
I'm blowing it up *to* (*a pressure of*) *2 atmospheres.*	The pressure increases *to 2 atmospheres.*
EXERCISE I SUBSTITUTE *inflate* for *blow ... up.*	EXERCISE I CHANGE to: *I've increased the pressure to ...* 2 CHANGE to: *The pressure rises ...*

Mainly non-demonstrable

7 grow, cultivate	grow
Farmers grow cane *to 12 feet* (*high*).	Cane grows *to 12 feet* (*high*).
Farmers grow cane *to a height of 12 feet.*	Cane grows *to a height of 12 feet.*
8 raise, increase	rise, increase
Farmers raised the yield *to 20 tons an acre.*	The yield rose *to 20 tons an acre.*
Farmers raised the return *to 20 bushels an acre.*	The return rose *to 20 bushels an acre.*
The use of fertilizers raised the yield *to one cwt a tree.*	The yield rose *to one cwt a tree.*
9 raise, promote	rise
They raised him *to headmaster.*	He rose *to headmaster.*
They raised him *to archbishop.*	He rose *to archbishop.*
They raised him *to admiral.*	He rose *to admiral.*
They raised him *to marshal.*	He rose *to marshal.*

They raised him *to a position of power.*	He rose *to a position of power.*
They raised him *to a position of trust.*	He rose *to a position of trust.*
They raised them *to positions of responsibility.*	They rose *to positions of responsibility.*
They raised them *to positions of power and influence.*	They rose *to positions of power and influence.*
	He rose *to fame.*
	He rose *to riches.*
	He rose *to fame and fortune.*
	He rose *to power.*
	He rose *to power and influence.*
	He rose *to eminence.*

EXERCISE 1 SUBSTITUTE *promote* for *raise.*
2 RESTATE in the passive voice with both verbs in the past, present and future tense.
3 RECAST the vocabulary of exercise 2 into the pattern: *They made him headmaster.*

EXERCISE 1 SUBSTITUTE the names of ten positions with rise (omit article).

D 'To' with movement downwards

STRUCTURE ONE S. + V. + D.O. + Adverbial with (TO ...)	STRUCTURE TWO S. + V. + Adverbial with (TO ...)
PHYSICAL (DEMONSTRABLE)	
1 drop, lower	**fall, drop, sink, go**
I'm lowering the weight *to the table.*	It drops *to the table.*
I'm dropping the weight *to the floor.*	It falls *to the floor.*
I'm dropping the weight *to the floor.*	It drops *to the floor.*
I'm forcing the window *to the bottom.*	The window goes *to the bottom.*
I'm dropping my eyes *to the floor.*	My eyes went to the *floor.*
I'm lowering my hand *to this level.*	My hand drops *to this level.*

2 drink, drain, empty, measure, use

I'm drinking the liquid *to the last mouthful.*
I'm draining the liquid *to the dregs.*

I'm emptying the liquid *to the lees.*
I'm measuring the liquid *to the last drop.*
I'm measuring the liquid *to the last cubic centimetre.*

EXERCISE I RESTATE using the passive infinitive: *The liquid must be drunk ...*

3 bring, force	**fall, drop, sink**
I'm bringing him *to his knees.*	He falls *to his knees.*

sound, voices

4 drop, lower	**drop, fall, fade, sink, die, dwindle, subside, weaken**
She's dropping her voice *to a whisper.*	Her voice dropped *to a whisper.*
She's lowering her voice *to an undertone.*	Her voice fell *to an undertone.*
	Her voice faded *to a murmur.*
	Her voice sank *to a sigh.*
	Her voice died *to a sob.*

EXERCISE I SUBSTITUTE the final nouns in pattern 2 for those on the left.
2 SUBSTITUTE all eight verbs in each sentence on the right.

5 reduce, cut, lower	**fall, fade, sink, die, dwindle, subside**
This reduces the noise *to a minimum.*	The noise fell *to a minimum.*
This reduces the noises *to a rumble.*	The noises faded *to a rumble.*
This reduces the static *to a whistle.*	The static sank *to a whistle.*
This reduces the interference *to a murmur.*	The interference sank *to a murmur.*
This reduces the whine *to a scratch.*	The whine died *to a scratch.*
This reduces the shriek of escaping steam *to a whisper.*	The shriek of escaping steam dwindled *to a whisper.*
This reduces the interference *to zero.*	The interference fades *to zero.*

EXERCISE I SUBSTITUTE *cuts* and *lowers* for *reduces.*
2 SUBSTITUTE all six verbs in each sentence (pattern 2).

3 REPEAT in the passive voice, past, present, future (pattern 1).
4 REPEAT in the present and past perfect tenses (both patterns).

flow of water

6 reduce, cut, lower	shrink, dwindle, decrease, diminish
I'm reducing the flow *to a trickle.*	The flow shrinks *to a trickle.*
I'm reducing the flow *to a dribble.*	The flow shrinks *to a dribble.*
I'm reducing the flow *to a few drops.*	The flow shrinks *to a few drops.*
I'm reducing the flow *to a quarter of its previous volume.*	The flow shrinks *to a quarter of its previous volume.*
I'm reducing the flow *to nought.*	The flow shrinks *to nought.*
I'm reducing the flow *to nothing.*	The flow shrinks *to nothing.*
EXERCISE 1 SUBSTITUTE *cut* and *lower* for *reduce.* 2 RESTATE in the passive voice, past, present and future.	EXERCISE 1 SUBSTITUTE *dwindle* for *shrink* and restate in the past tense. 2 RESTATE in the present continuous and present perfect tenses with all verbs.

light and fire

7 reduce, turn down, trim	fade, sink, die, dwindle
He reduced the light *to a gleam.*	The light faded *to a glow.*
He turned down the light *to a glimmer.*	The light sank *to a gleam.*
The blanket reduced the light of the torch *to a glint.*	The light died *to a spark.*
The gale reduced visibility *to two miles.*	Visibility dwindled *to (little more than) two miles.*

8 reduce	sink, die
The fire reduced the house *to embers.*	The fire sank *to embers.*
The flames reduced the city *to ashes.*	The flames sank *to ashes.*
The conflagration reduced the houses *to cinders.*	The conflagration died *to cinders.*

9 dig, deepen, excavate, bore	go
They dug the hole *to five feet.*	The hole goes *to five feet.*
They dug the hole *to a depth of five feet.*	The hole goes *to a depth of five feet.*
They dug the hole *to bedrock.*	The hole goes *to bedrock.*

EXERCISE I USING all verbs repeat in the passive voice.

10 run	run, go
They ran the fox *to earth.*	The fox went *to earth.*
They ran the fox *to ground.*	The fox went *to ground.*
They ran the fox *to cover.*	The fox went *to cover.*

11 burn, shake, rock, raze	burn, shake, rock
The fire burned the house *to the foundations.*	The house burned *to the foundations.*
The fire burned the ship *to the waterline.*	The ship burned *to the waterline.*
The earthquake shook the temples *to their foundations.*	The temples shook *to their foundations.*
The shock rocked the buildings *to their foundations.*	The buildings rocked *to their foundations.*
They razed them *to the ground.*	
This shook the party *to its foundations* (fig.).	

EXERCISE I RESTATE in the passive voice, past, present and future.

12 reduce	go
This reduced him *to a shadow.*	
This reduced him *to a shadow of his former self.*	
This reduced it *to a heap of scrap.*	It went *to a heap of scrap.*
This reduced it *to waste.*	It went *to waste.*
This reduced the ship *to a wreck.*	It went *to a wreck.*
This reduced it *to scrap.*	It went *to scrap.*

send	go
They sent the ship *to the bottom.*	The ship went *to the bottom.*
They sent the ship *to Davy Jones' locker* (fig.).	The ship went *to Davy Jones' locker* (fig.).

13 reduce	crumble, crumple, sink
The hurricane reduced the house *to matchwood.*	The house crumbled *to matchwood.*
The earthquake reduced the city *to rubble.*	The city crumbled *to rubble.*
The tornado reduced the city *to ruins.*	The city crumbled *to ruins.*
The hurricane reduced the city *to a shambles.*	The city crumbled *to a shambles.*
The fire reduced the city *to ashes.*	The city crumbled *to ashes.*
The conflagration reduced the city *to embers.*	The city crumbled *to embers.*
The catastrophe reduced the city *to cinders.*	The city crumbled *to cinders.*
The disaster reduced the city *to a pile of rubble.*	The city crumbled *to a pile of rubble.*

reduce	deteriorate, sink
The defeat reduced the army *to a rabble.*	The army deteriorated *to a rabble.*
The rout reduced the army *to a horde.*	The army deteriorated *to a horde.*
This manoeuvre reduced the division *to a leaderless horde.*	The division deteriorated *to a leaderless horde.*

EXERCISE I RESTATE in the passive, present and future.

ABSTRACT

14 reduce, cut	fall, dwindle
This reduced the supply of the metal *to a trickle.*	The supply fell *to a trickle.*
This reduced metal supplies *to a dribble.*	Metal supplies fell *to a dribble.*

This reduced the trade *to a quarter of its previous volume.*	Trade fell *to a quarter of its previous volume.*
This reduced production *to nothing.*	Production fell *to nothing.*

EXERCISE 1 REPLACE *reduce* with *cut.*

2 RESTATE on the pattern: *The supply would be reduced to ...*

15 reduce

This reduced the process *to its essence.*
This reduced the matter *to* (*its*) *essentials.*
This reduced the proposition *to its simplest terms.*
This reduced the affair *to its proper perspective.*
This reduced the proposition *to absurdity.*
This reduced the disorder *to manageable proportions.*

	resort (*adopt as a way out*)
This reduced her *to tears.*	She resorted *to tears* to effect her purpose.
This reduced them *to smiles.*	They resorted *to smiles* to cover their embarrassment.
This reduced them *to laughter.*	They resorted *to laughter* to cover their embarrassment.
This reduced them *to stratagems.*	They resorted *to a trick* to effect their purpose.
This reduced their remarks *to personalities.*	They resorted *to personalities.*

MATHS., PHYSICS, CHEMISTRY (TECHNICAL)

16 reduce	reduce, change, fall, sink
We reduced the expression *to a quadratic.*	The expression reduced *to a quadratic.*
We reduced the equation *to its simplest form.*	The equation reduced *to its simplest form.*
We reduced the temperature *to zero.*	The temperature fell *to zero.*
We reduced the temperature of the gas *to condensation point.*	The temperature of the gas fell *to condensation point.*
We reduced the temperature of the vapour *to dewpoint.*	The temperature of the vapour fell *to dewpoint.*

We reduced the set of forces *to a single force.*	The set of forces reduced *to a single force.*
We reduced the flow velocity *to subsonic.*	The flow velocity fell *to subsonic.*
EXERCISE I SUBSTITUTE other verbs such as *lower, cool, simplify* for *reduce* and restate in the passive voice.	EXERCISE I SUBSTITUTE *change* for *reduce* and *sink* for *fall.*

17 reduce, change	turn, change, reduce, go
This reduced the rock *to a powder.*	The rock turns *to a powder.*
This reduced the wood *to (a) pulp.*	The wood turns *to a pulp.*
This reduced the stone *to atoms.*	The stone turns *to atoms.*
This reduces the liquid *to a brine.*	The liquid turns *to a brine.*
This reduces the sulphate *to a sulphite.*	The sulphate turns *to a sulphite.*
This reduces the ferric *to the ferrous compound.*	The ferric turns *to the ferrous compound.*
This reduces the phosphate *to the phosphite.*	The phosphate turns *to the phosphite.*
This reduces the nitrate *to the nitrite.*	The nitrate turns *to the nitrite.*
EXERCISE I PUT the entire series into the passive voice, e.g. *It had to be reduced to ...*	EXERCISE I SUBSTITUTE all nominated verbs for *turn.*

Commerce

18 reduce, cut, lower, depress, force	fall, sink (topple, tumble, crumble, dive *stylistic*)
This reduced retail prices *to their minimum.*	Prices fell *to their minimum.*
This reduced profit *to minimum.*	Profit fell *to a minimum.*
This reduced costs *to a minimum.*	Costs fell *to a minimum.*
This reduced insurance rates *to manageable proportions.*	Insurance rates fell *to manageable proportions.*
This reduced prices *to an unprofitable level.*	Prices fell *to an unprofitable level.*

This reduced interest rates *to their minimum for five years.*	Interest rates fell *to their minimum for five years.*
This reduced demand *to a point where it approximated supply.*	Demand fell *to the point where it approximated supply.*
EXERCISE 1 SUBSTITUTE all other verbs for *reduce.* 2 RESTATE in the passive voice past, present and future.	EXERCISE 1 SUBSTITUTE other verbs nominated for *fall.* 2 RESTATE with a final clause *until they reached their minimum.*

stylistic variant

This reduces the mechanic *to the status of a hen in a battery.*	The mechanic sinks *to the status of a hen in a battery.*

19 reduce	reduce
He reduced the mess *to order.*	The mess reduces *to order.*
He reduced the process *to a formula.*	The process reduces *to a formula.*
He reduced the procedure *to a routine.*	The procedure reduces *to a routine.*
They reduced the business *to a drill.*	The business reduces *to a drill.*
EXERCISE 1 RESTATE in the passive voice, present perfect and present continuous tenses.	EXERCISE 1 RESTATE in the future tense.

Miscellaneous

20 reduce	sink into
This reduced them *to lethargy.*	They sank *into lethargy.*
This reduced them *to inactivity.*	They sank *into inactivity.*
This reduced them *to immobility.*	They sank *into immobility.*
This reduced them *to paganism.*	They sank *into paganism.*
This reduced them *to barbarism.*	They sank *into barbarism.*
This reduced them *to bankruptcy.*	They sank *into bankruptcy.*
This reduced them *to poverty.*	They sank *into poverty.*
This reduced them *to beggary.*	They sank *into beggary.*
This reduced them *to dire straits.*	They sank *into dire straits.*

This reduced them *to a state of permanent semi-starvation.*	They sank *into a state of permanent semi-starvation.*
EXERCISE 1 RESTATE in the passive voice, present perfect and future tense.	

21 reduce

Fear reduced him *to a jelly.*
This reduced them *to speechlessness.*
This reduced them *to impotence.*
This reduced them *to a shadow* (*of their former selves*).
This reduced them *to a cypher.*

EXERCISE 1 RESTATE in the passive voice, plus perfect and perfect tenses.

E **'To' making adverbial indicating destination** (hold this to that)

STRUCTURE ONE S. + V. + D.O. + 'TO' adverbial	STRUCTURE TWO S. + V. + 'TO' adverbial
PHYSICAL—DEMONSTRABLE	
1 stick, fix, fasten, glue, affix; attach	stick, adhere
I'm sticking the notice *to the door.*	The notice sticks *to the door.*
I'm sticking the stamp *to the envelope.*	The stamp sticks *to the envelope.*
I'm sticking the label *to the bottle.*	The label sticks *to the bottle.*
I'm sticking the tag *to the case.*	The tag sticks *to the case.*
I'm sticking the price tag *to the tin.*	The price tag sticks *to the tin.*
EXERCISE 1 REPEAT with all nominated verbs. 2 REPEAT in the passive voice past, present and future with four verbs.	EXERCISE 1 REPEAT in present continuous tense. How does this change the meaning? (Cobbler, stick *to your last* (prov.).)

2 hold, keep	
I'm holding the paper *to the wall.*	
I'm holding the paper *to the light.*	
I'm holding one hand *to the other.*	
I'm holding the end *to the join.*	
I'm holding the motor-car *to the road.*	The motor-car holds *to the road.*

EXERCISE I REPEAT with *keep.*

3 tie, strap, nail, screw, bolt, join, rivet, weld	tie, strap, nail, screw, bolt, join, rivet, weld
I'm tying this *to that.*	It ties *to that.*
I'm tying the bracket *to the wall.*	The bracket ties *to the wall.*
I'm tying this plate *to that plate.*	This plate ties *to that plate.*

EXERCISE I REPEAT with all other verbs given.

4 put, apply	stick, adhere, keep
I'm putting the paint *to the surface.*	The paint adheres *to the surface.*
I'm putting the brush *to the surface.*	The brush adheres *to the surface.*
I'm putting the glue *to the paper.*	The glue adheres *to the paper.*
(Put your hand *to the plough* (prov.).)	

EXERCISE I REPEAT with *apply* in the passive voice past, present and future.

5 lay

They lay siege *to the city.*

(They lay claim *to a sense of humour.*)

6 put	take
They put the army *to flight.*	The army took *to flight.*
They put the city *to the torch.*	The army took *to its heels.*
They put the survivors *to the sword.*	
They put the prisoners *to the torture.*	

They put the city *to the sack.*

EXERCISE I RESTATE in the passive voice past, present and future.

7 put	go
I'm putting the baby *to sleep.*	The baby is going *to sleep.*
He put his hand *to his head.*	His hand went *to his head.*
He put his hand *to his heart.*	His hand went *to his heart.*
He put his hand *to the plough* (fig.).	
He put his eye *to the keyhole.*	His eye went *to the keyhole.*
He put his eye *to the aperture.*	His eye went *to the aperture.*
He put his eye *to the eyepiece.*	His eye went *to the eyepiece.*
She put the final touches *to her dress.*	
She put the finishing touches *to her appearance.*	
stand, call	**stand (*come*)**
They stood them *to attention.*	They stood *to attention.*
They stood them *to arms.*	They stood *to arms.*
He called the meeting *to order.*	It stands *to reason* (abstract).
8 set	
I'm setting fire *to the paper.*	(The paper catches fire. The paper takes fire.)
I'm setting a match *to the paper.*	
9 take	
I'll take a stick *to you.*	
I'll take a cane *to you.*	
We took a chopper *to them.*	
They took him *to task.*	
10 pay, give	
You're paying no attention *to your work.*	You attend *to your work.*
You're paying no heed *to your work.*	
You're paying no heed *to what is going on.*	

EXERCISE I Make up five sentences with a clause following *to.*

11 put

He's putting his mind *to his work.*
He's putting his mind *to the matter in hand.*

12 devote

He devoted his time *to his profession.*
He devoted his leisure *to his hobby.*
He devoted his attention *to the work in hand.*

13 call, bring

He called the details *to mind.*	The details came *to mind.*
He called the circumstances *to mind.*	The circumstances came *to mind.*

14 put, set (last three)

	came
They put a stop *to this practice.*	The practice came *to a stop.*
They put an end *to the negotiations.*	The negotiations came *to an end.*
They put an end *to the contract.*	The contract came *to an end.*
They put a time limit *to the contract.*	
They put a ceiling *to their price.*	
They put a limit *to the penalties.*	
They put a term *to the agreement.*	

EXERCISE I REPEAT in the passive voice past, present and future.

15 use

(I'm putting the chalk *to use.*)
I'm using the chalk *to good purpose.*
I'm using the chalk *to advantage.*
I'm using the chalk *to your advantage.*
I'm using it *to our mutual advantage.*
I'm using it *to our mutual benefit.*

EXERCISE I RESTATE in the passive voice in three tenses.

16 commit

They committed him *to prison.*
They committed him *to trial.*
They committed his body *to the deep.*
They committed him *to her care.*
He committed it *to memory.*

EXERCISE I RESTATE in the passive voice past, present and future.

went

He went *to prison.*
He went *to trial.*

17 bear, have

This bears a likeness *to that.*
This bears a resemblance *to that.*
This bears a relation *to that.*

18 hold, keep

They held him *to his word.*
They held him *to his promise.*
They held him *to his oath.*
They held him *to his vow.*
They held him *to his decision.*
They held him *to his plan.*
They held him *to his objective.*
They held him *to his beliefs.*
They held him *to the facts.*
They held him *to his figures.*

EXERCISE I REPEAT with *keep* in place of *hold.*

hold, keep, adhere

He holds *to his word.*
He holds *to his promise.*
He holds *to his oath.*
He holds *to his vow.*
He holds *to his decision.*
He holds *to his plan.*
He holds *to his objective.*
He holds *to his belief.*
He holds *to the facts.*
He holds *to his figures.*

EXERCISE I REPEAT with *keep* and *adhere.*

19 hold

They held him *to account.*
They held him *to scorn.*
They held him *to ridicule.*

EXERCISE I RESTATE in the passive voice in any three tenses.

20 hold, occupy

It holds our attention *to the exclusion of all else.*
He holds his seat *to the exclusion of an adult.*

interest, obsess, fascinate

It interests *to the exclusion of all else.*

F 'To' with adverbial phrase meaning as required

STRUCTURE ONE S.+V.+D.O.+ Adverbial with TO.	STRUCTURE TWO. S.+V.+Adverbial with TO
PHYSICAL (DEMONSTRABLE)	
1 cut	**be, conform**
I'm trimming this paper *to size.*	The paper is *to size.*
I'm trimming this paper *to shape.*	The paper is *to shape.*
I'm trimming the cloth *to this pattern.*	The cloth is *to pattern.*
I'm trimming the cloth *to the model.*	
I'm breaking the stick *to this length.*	It breaks *to this length.*
I'm shrinking it *to this size.*	It shrinks *to this size.*
I'm shortening it *to this length.*	It shortens *to this length.*
I'm lengthening the line *to three feet.*	It lengthens *to three feet.*
I'm making it *to a plan.*	It is *to a plan.*
I'm making it *to (a) design.*	It is *to design.*
I'm making it *to (a) sample.*	It is *to sample.*
I'm making it *to specifications.*	The job is *to specifications.*
I'm making it *to these dimensions.*	The job is *to these dimensions.*
We're making it *to a prototype.*	The job is *to prototype.*
I'm making it *to measure.*	The suit is *to measure.*
I'm making it *to order.*	The suit is *to order.*
I'm grading them *to size.*	They are *to size.*
EXERCISE 1 SUBSTITUTE *cut* for the verb throughout. 2 REPEAT in the passive voice, past, present and future.	EXERCISE 1 CHANGE to the simple past interrogative. 2 CHANGE *be* to *conform.*
2 call	**come**
I'm calling the dog *to heel.*	The dog comes *to heel.*
I'm calling the meeting *to order.*	The meeting comes *to order.*

3 keep	
I'm keeping step *to the music.*	We march *to the music.*
I'm keeping time *to the rhythm.*	We sing *to the rhythm.*

PHYSICAL (NON DEMONSTRABLE)

4 sing	sing
She sang the song *to her sister's accompaniment.*	She sang *to her sister's accompaniment.*
She sang the song *to the guitar.*	She sang *to the guitar.*
She sang the poem *to the tune of a folk song.*	

5 accustom, break, inure

He broke the horse *to the bit.*
He broke the horse *to the saddle.*
He broke the lion *to the whip.*
He inured his soldiers *to hardship.*
He inured his soldiers *to battle.*

EXERCISE 1 SUBSTITUTE *accustom* for the verb in all five sentences.
2 RESTATE in the passive voice, past and future.
3 RESTATE in the pattern: *The horse grew accustomed to the bit.*

6 play	play
He played the game *to the whistle.*	He played *to the whistle.*
He played the game *to the grandstand.*	He played *to the grandstand.*
He played the role *to the gallery.*	He played *to the gallery.*
He played the game *to his heart's content.*	He played *to his heart's content.*

7 cook, boil, mix, stir, beat, whip, bring	cook, boil, mix, stir, beat, whip, go
She's mixing it *to a thin cream.*	It mixes *to a thin cream.*
She's mixing it *to a thick paste.*	It mixes *to a thick paste.*
She's mixing it *to a thin paste.*	It mixes *to a thin paste.*
She's mixing it *to a jelly.*	It mixes *to a jelly.*
She's mixing it *to the required consistency.*	It mixes *to the required consistency.*
She's mixing it *to this formula.*	
She's mixing it *to this recipe.*	

EXERCISE 1 SUBSTITUTE all nominated verbs for *mix*.

EXERCISE 1 SUBSTITUTE other verbs for *mix*.

2 RESTATE in the passive voice past and future.

8 make, draw, fashion	be
I'm drawing it *to scale.*	It is *to scale.*
I'm drawing it *to a larger scale.*	It is *to a larger scale.*
I'm drawing it *to a scale of 1 in 10.*	It is *to a scale of 1 in 10.*
I'm drawing it *to proportion.*	It is *to proportion.*
I'm making it *to these tolerances.*	

EXERCISE 1 SUBSTITUTE *make* and *fashion* for draw.

2 RESTATE in the passive voice with all verbs in the past and future tense.

9 made, set

They make them *to a standard.*

They make them *to a high level of excellence.*

They make them *to a high level of craftsmanship.*

10 produce, refine, filter, evaporate, dilute	refine, filter, evaporate
We refined it *to .99 purity.*	It refines *to .99 purity.*
We refine it *to the required refinement.*	
We refine it *to the marketable alloy.*	
We refine it *to the required degree of purity.*	
We produce it *to the required hardness.*	
We produce it *to the required flexibility.*	

We produce it *to the required absorptive capacity.*
We produce it *to the required degree of adulteration.*

EXERCISE I SUBSTITUTE the verbs nominated where applicable.

11 cultivate, plough, work	**turn**
They plough the soil *to a depth of 6 inches.*	
They plough the soil *to a friable tilth.*	The soil turned *to a fine tilth.*
They plough the soil *to a fine mulch.*	The soil turned *to a fine mulch.*
They plough the soil *to a loam.*	The soil turned *to a loam.*
12 produce, breed	**run, conform, revert, retrogress**
They produce them *to a type.*	They run *to type.*
They produce them *to a standard type.*	They run *to a standard type.*
13 teach, work, travel	**run, work, travel**
They teach them *to a timetable.*	They work *to a timetable.*
They teach them *to* (*a*) *schedule.*	They work *to* (*a*) *schedule.*
They planned the tour *to this itinerary.*	They travel *to an itinerary.*
14 alter, modify, adapt, fit	**conform**
We modified it *to our use.*	It conforms *to our use.*
We modified it *to our purpose.*	It conforms *to our purpose.*
We modified it *to our requirements.*	It conforms *to our requirements.*
We modified our ideas *to the facts.*	They conform *to the facts.*
We modified the means *to our ends.*	They conform *to our ends.*
We modified production *to demand.*	Production conforms *to demand.*

We modified production *to supply*.	Production conforms *to supply*.
(We graded them *to size*.)	(They grade *to size*.)

EXERCISE 1 SUBSTITUTE all verbs nominated for *modify*.
2 RESTATE in the passive voice past, present and future.

15 set, alter, adjust	set, work, cut, grind
I'm setting the toy *to rights*.	(The toy comes *to rights*.)
I'm setting the gauge *to 1 inch*.	The gauge sets *to 1 inch*.
They set the machine *to this thickness*.	It sets *to this thickness*.
They set the grader *to this angle*.	The grader sets *to this angle*.
They set the excavator *to this depth*.	The excavator sets *to this depth*.
They set the controls *to these requirements*.	The controls set *to these requirements*.
They set the machine *to the desired width*.	The machine sets *to the desired width*.

EXERCISE 1 SUBSTITUTE all verbs nominated for *set* (omit first example).
2 RESTATE in the past and present perfect tense passive voice.

16 roll, press, stamp, extrude	roll, press, extrude
They roll the steel *to this thickness*.	The steel rolls *to this thickness*.
They press the aluminium *to this shape*.	The aluminium presses *to this shape*.
They stamp the metal *to this design*.	The gold draws *to a thread*.
They draw the gold *to a thread*.	
They draw the steel *to a wire 1/16 of an inch thick*.	The steel draws *to a wire 1/16 of an inch thick*.

They extrude the aluminium *to the required shape.*	The aluminium extrudes *to the required shape.*
EXERCISE 1 RESTATE in the passive voice past and future with all suitable verbs. 2 SUBSTITUTE suitable verbs for those nominated.	EXERCISE 1 SUBSTITUTE a clause beginning with *until* for the final phrase.

G **The addition of an ingredient**

STRUCTURE ONE S. + V. + D.O. + 'TO' Adverbial	STRUCTURE TWO S. + V. + 'TO' Adverbial
PHYSICAL (DEMONSTRABLE)	
She adds sugar *to the coffee.*	
He adds this figure *to the total.*	The total amounts *to five pounds.*
He charges the amount *to my account.*	
This makes a difference *to the result.*	
He adds fuel *to the flames* (fig.).	
ABSTRACT	
This added colour/depth *to the picture.*	(It amounts *to treason.* It amounts *to suicide.*)
This lent colour *to the view.*	
This gave rise *to the view.*	
This gave rise *to the argument/contention.*	
This gave point *to the accusation.*	
This lent weight/depth *to the belief/contention.*	
This action gave credence *to his statement/remark.*	
This lent weight *to the view.*	
This lent colour *to the belief.*	
He gave reality *to the view.*	

They gave vent *to recrimination.*	
They gave rein *to pillaging.*	
This gave a semblance of truth *to the accusation.*	It counts *to his credit.*
They counted this *to his credit.*	It redounds *to his credit.*
They counted that *to his discredit.*	This was *to his discredit.*
They bore witness *to that fact.*	
They bore testimony *to its effectiveness.*	
He attached (no) importance *to these conditions.*	
He attached (no) importance *to this opinion.*	
He added insult *to injury.*	
He added lustre *to his name.*	
This added unnecessary complexity *to an otherwise simple problem.*	
This gave the lie *to the story.*	
He conceded freedom *to the estates.*	
He put paid *to the account* (fig.).	

H Limitation

STRUCTURE ONE	STRUCTURE TWO
PHYSICAL	
He takes the string *to its limit.*	It unwinds *to its limit.*
She pulls the plastic *to its limit.*	The elastic stretches *to its limit.*
He restricts the movement *to these limits.*	The movement keeps *to these limits.*
She confines the patient *to bed.*	The patient keeps *to his bed.*
He confines the soldier *to barracks.*	The soldier keeps *to barracks.*
ABSTRACT	
He keeps his remarks *to the point.*	His remarks are *to the point.*
We limit our letters *to one topic.*	Our letters keep *to one topic.*

He restricts his comments *to the matter in hand.*	His comments are *to the matter in hand.*
He enlarges the scope *to the limit.*	
She develops her talent *to the limit.*	Her talent develops *to the limit.*
We stretch our resources *to the limit.*	Our resources stretch *to this point.*
He sets a limit *to the time.*	
He sets a term *to the contract.*	
He puts a time-limit *to the negotiations.*	
We restrict expansion *to this area.*	
We confine our activities *to what is in demand.*	
We restrict development *to what is profitable.*	
We limit speculation *to what is possible.*	

I To show various uses of 'to' with one verb: Turn

PATTERN ONE	PATTERN TWO
PHYSICAL	
He turns the flower *to the right.*	It turns *to the right.*
She turns the flowers *to the light.*	They turn *to the light.*
They turn their faces *to the light.*	They turn *to the light.*
This turns the gas *to a liquid.*	The gas turns *to a liquid.*
(This changes the liquid *to a solid.*)	(The liquid changes *to a solid.*)
God turned them *to stone.*	They turned *to stone.*
This turns ethylene *to polythene.*	Ethylene turns *to polythene.*
(This changes ethylene *to styrene.*)	(Ethylene changes *to styrene.*)
(This converts styrene *to polysterene.*)	(Styrene converts *to polysterene.*)
He turns his hand *to carpentry* (fig.).	
She turns a deaf ear *to complaints* (fig.).	
He turns a blind eye *to abuses* (fig.).	

ABSTRACT

He turns his talents *to advantage.*	
She shows the flowers *to advantage.*	They show *to advantage.*
She arranges the pictures *to advantage.*	
He disposes the specimens *to their disadvantage.*	They show *to disadvantage.*
He exhibits his skill *to (his) (dis) advantage.*	It shows *to (his) (dis) advantage.*
He turned it *to use.*	
He turned the delay *to account.*	The delay turned *to account.*
They turned the delay *to profit.*	
He turns his attention *to this matter.*	His attention turns *to this matter.*
He turns your attention *to this subject.*	Your attention turns *to the subject.*
He turns everything *to a joke.*	Everything turns *to a joke.*
He turns everything *to a jest.*	Everything turns *to a jest.*
He turns everything *to a laughing matter.*	Everything turns *to a laughing matter.*

J **Bow - submit**

PATTERN TWO

The student bows *to the teacher.*
The student bows *to the class.*
He bows *to the teacher's will.*
He bows *to the will of the majority.*
We bow *to our father's will.*
We bow *to our fathers' judgment.*

With Comparative Adjectives.

We bow *to your better judgment.*
We bow *to your superior knowledge.*
We bow *to your superior wisdom.*
We bow *to your greater experience.*
We bow *to your lengthier experience.*
We bow *to your wider knowledge and experience.*

We bow *to the dictates of our conscience.*
She bows *to the dictates of her heart.*
We bow *to* (*the*) *necessity.*
We bow *to the inevitable.*

i. With how many of the above can '*submit*' be substituted for '*bow*'?
ii. SUBSTITUTE '*defer*' for '*bow*' (omit final four).

The combined preposition **into**

Prepositional phrases with INTO usually operate in two principal patterns:

PATTERN ONE: S.+V.+D.O.+INTO ... *He put it into the bag.*
PATTERN TWO: S.+V.+INTO ... *He walked into the room.*

Note: i. All PATTERN ONE examples from 1 to 22 may be used with the verb GET.
ii. Numbers 2 to 20 of PATTERN TWO may be used with GET.
iii. By using GET with PATTERN ONE an idea that the action was performed with difficulty is usually given.

PATTERN ONE

1 put

He put it *into the box.*
He put them *into the drawer.*
He put them *into the can.*
She put it *into the pan.*
He put them *into the van.*
He put them *into the case.*
He put it *into the cage.*

i. CHANGE to: *He places it in the box.*
ii. REPLACE the object pronoun with *some.*
iii. CHANGE to: *It went into the box.*

PATTERN TWO

2 go

It goes *into the box.*
They go *into the drawer.*
They go *into the can.*
It goes *into the pan.*
They go *into the van.*
It goes *into the case.*
It goes *into the cage.*

i. CHANGE to the present continuous tense.
ii. CHANGE to: *He looked into the box.*
iii. CHANGE to: *Its place is in the box.*

3 bring (*or equivalent*)

He brought him *into the room.*
He brought her *into the room.*
He brought it *into the room.*
This brought them *into the shade.*
This brought them *into the open.*
He pulled them *into the room.*

4 come

He came *into the room.*
She came *into the room.*
It came *into the room.*
They came *into the shade.*
They came *into the open.*
They came *into the room.*

He carried them *into the room.*
He dragged us *into the room.*

i. CHANGE to: *He led/showed him into the room.*
ii. CHANGE to the passive voice.

You came *into the room.*
We came *into the room.*

i. CHANGE to: *He followed into the room.*
ii. SUBSTITUTE *gaze, stare, glance* for *come.*

5 send (*or equivalent*)

He sent him *into the corner.*
She sent them *into the garden.*
He sent them *into the field.*
He herded them *into the orchard.*
She despatched them *into the village.*
This sent her heart *into her mouth.*

i. CHANGE *into* into *out of.*
ii. CHANGE to the interrogative and negative forms.

6 go (*or equivalent*)

He went *into the corner.*
They went *into the garden.*
They trotted *into the field.*
They ran *into the orchard.*
They walked *into the village.*

Her heart came *into her mouth.*

i. CHANGE *into* into *out of.*
ii. CHANGE into the interrogative and negative forms.

7 take (*or equivalent*)

She took him *into the room.*
He took her *into the room.*
He took it *into the room.*
He pushed them *into the house.*
He carried you *into the passage.*
He accompanied us *into the garden.*
He led them *into the trap.*

i. CHANGE to: *He led him by the hand into the room* (first three).
ii. CHANGE to the passive voice.

8 go (*or equivalent*)

He went *into the room.*
She went *into the room.*
It went *into the room.*
They went *into the house.*
You walked *into the passage.*
We strolled *into the garden.*

He walked *into the trap.*

i. SUBSTITUTE verbs indicating faster movement in place of *went* etc.
ii. CHANGE to: *He slipped* (*skipped*) *into the room.*

9 drop (*or equivalent*)

He tipped it *into the bath.*
He dropped it *into the water.*
He threw it *into the sink.*
He tossed it *into the lake.*
He hurled it *into the pool.*

10 fall (*or equivalent*)

He fell *into step.*
They fell *into place.*
He fell *into the bath.*
He jumped *into the water.*
He dived *into the river.*
He plunged *into the lake.*
He somersaulted *into the pool.*

He cast it *into the sea.*
He dumped it *into the ocean.*

i. CHANGE to:
  (*a*) *It dropped into the bath.*
  (*b*) *It fell into the bath.*
  (*c*) *He pulled it out of the bath.*

He waded *into the sea.*
It fell *into the enemy's hands.*
They fall *into a pattern.*
They fitted *into a pattern.*
They fell *into conversation.*
He jumped from the frying pan *into the fire* (prov.).

i. CHANGE to: *He was in the bath* (omit last four).
ii. CHANGE the verb to *come* (omit last) and *fall.*

11 raise, lift, hoist, elevate

He lifts them *into the car.*
He raises them *into the cab.*
He elevates them *into the truck.*
He hoists them *into the van.*

i. Treat as a substitution table.

12 get, jump, climb

They climb *into the car.*
They get *into the cab.*
They jump *into the truck.*
They get *into the van.*

i. CHANGE to: *They clamber into the car.*

13 put, pour, splash

He poured the water *into the cup.*
She poured the milk *into the jug.*
They poured the oil *into the tank.*
They poured the mixture *into the bowl.*
They poured the sand *into the ball.*
They poured the acid *into the beaker.*
They poured the powder *into the jar.*
They poured salt *into the wound* (fig.).

i. REREAD omitting *the* before the uncountable noun. How does this omission change the meaning?
ii. SUBSTITUTE *put, splash* for *pour.*
iii. CHANGE to: *The water went into the cup.*

14a go (*or equivalent*)

It sailed *into the harbour.*
It floated *into the estuary.*
It drifted *into port.*

i. SUBSTITUTE *come* and *go* for the verb.
ii. CHANGE the verb and use *in* in place of *into.*

14b go (*or equivalent*)

We sailed *into the wind.*
It steamed *into the gale.*
It drove *into the storm.*

i. INSERT *the teeth of* after *into.*

14c

He stepped *into his shoes* (fig).
He stepped *into the breach.*

15 put

He put his foot *into the space.*
He put his hand *into the gap.*
He put his arm *into the hole.*
The light shone *into his eyes.*
He pressed his nails *into his palms.*
He put his head *into the noose* (fig.).

i. CHANGE to: *His foot went into the space.*

16 go (*or equivalent*)

He strolled *into the corner.*
He walked *into the room.*
He ran *into the corridor.*
She dashed *into the house.*
She darted *into the bedroom.*
She rushed *into the passage.*
They tore *into the bathroom.*
She flew *into the street.*

i. CHANGE to: *He entered the room* (omit first).
ii. SUBSTITUTE *went* and *came* for all verbs.

17

She rubbed the polish *into the wood.*
He pressed the key *into the lock.*
She massaged the cream *into the skin.*
He stuck the knife *into the board.*
She drove the nail *into the wall.*
He forced the parts *into place.*
He jabbed his elbow *into his ribs.*
He jammed the match *into the nailhole.*
He slammed the bolt *into place.*
He slammed the car *into gear.*
He hammered the screw *into the wood.*

i. CHANGE to pattern two: *The polish went into the wood.*
ii. CHANGE to the passive voice.

18

It eats *into the wood.*
He slid *into his desk.*
She glided *into her chair.*
She slipped *into her chair.*
He crawled *into his chair.*
He crept *into his seat.*
She swept *into her seat.*
She collapsed *into her chair.*

i. REPEAT in the present of habit.
ii. CHANGE to: *He slid to his desk.* What is the difference in meaning?

19 countable noun as D.O.

She pushed the toys *into the basket.*
He rolled the marbles *into the box.*
He knocked the keys *into the box.*
He threw the nails *into the bag.*

20 uncountable final noun

He came *into the light.*
He advanced *into the firelight.*
We emerged *into the daylight.*
We emerged *into the sunlight.*
It glided *into the shadow.*

She tossed the spoons *into the drawer.*
He hurled the forks *into the basket.*
He put the knives *into the box.*

- i. SUBSTITUTE an uncountable for a countable noun.
- ii. CHANGE to: *The toys flew into the basket.*

He disappeared *into the darkness.*
He vanished *into the gloom.*

- i. CHANGE to: *They brought him into the light* (omit last two).
- ii. CHANGE to: *He stared into the light.*

21

She swept the dust *into the pan.*
She brushed the dirt *into the pan.*
She gathered the sand *into the bin.*
She flicked the ash *into the tray.*
He shovelled the sand *into the barrow.*

- i. CHANGE to:
  - (*a*) *The dust fell into the pan* and
  - (*b*) *The dust dropped into the pan.*
- ii. CHANGE to the passive voice.

22

He lets them *into the room.*
He allows them *into the building.*
He leads them *into the hall.*
He precedes them *into the chamber.*
He follows them *into the kitchen.*

- i. REPEAT in the simple past tense as a substitution table.
- ii. RESTATE in the passive voice.

23

He walked *into the chair.*
He ran *into the wall.*
He knocked *into the table.*
He blundered *into the door.*
He fell *into the water.*

- i. ADD '*and hurt his leg*' (omit last).
- ii INSERT either *bang*, *crash*, *slap*, *splash* after the verb.

24

He cut the cake *into quarters.*
He broke the cake *into thirds.*
He divided the cake *into halves.*

25 burst, break

It burst *into flame.*
They burst *into song.*
She burst *into sobs.*

He chopped the wood *into fifths.*
He sawed the bar *into sixths.*

i. CHANGE to: *He cut the cake into four parts*
ii. CHANGE to the passive voice.
iii. CHANGE to: *It breaks into quarters.*

She burst *into tears.*
They burst *into howls of derision.*
They burst *into lamentation/laments.*
They burst *into curses.*
They burst *into fits of laughter.*
They burst *into roars of mirth.*
They burst *into howls/gales/screams/paroxysms of mirth.*
They burst *into floods of tears.*

i. SUBSTITUTE *broke* for *burst* throughout.
ii. SUBSTITUTE a single verb for the verb and prepositional phrase e.g. *They sang.*

26

He twists it *into a rope.*
This changes it *into ice.*
He turns it *into a gas.*
He transforms it *into energy.*
He translates it *into French.*
He converts them *into dollars.*

i. CHANGE to the present perfect tense.
ii. CHANGE to the passive voice.

27

It twists *into a rope.*
It changes *into ice.*
It turns *into a gas.*
It transforms *into energy.*
It translates *into French.*
It converts *into dollars.*

28

It merges *into the background.*
It melts *into the shadows.*
It shades *into law/war.*
It vanished *into thin air.*
It disintegrated *into nothingness.*

29 force

He urged his horses *into a walk.*
He urged his sheep *into a run.*
He forced the horses *into a trot.*

30 break

They broke *into a walk.*
They broke *into a run.*
They broke *into a trot.*

He whipped the horses *into a canter.*
He beat/spurred/lashed his mount *into a gallop.*

i. CHANGE to: *He quickened/slowed the pace to a walk.*

They broke *into a canter.*
His mount broke *into a gallop.*

i. CHANGE to: *They came at a walk.*
ii. CHANGE to: *He quickened his pace (in) to a walk.*

31 get

They got him *into bed.*
They got him *into his clothes.*
They got her *into her wedding dress.*
They got him *into a mess.*
They got them *into a muddle.*
They got them *into a tangle/scrape/fix.*

i. For the object pronoun substitute the reflexive pronoun agreeing with the subject: e.g. *They got themselves into bed.*
ii. SUBSTITUTE *out of* for *into.* What other changes are necessary?

32 get

He got *into bed.*
He got *into his clothes.*
She got *into her wedding dress.*
He got *into a mess.*
They got *into a muddle.*
They got *into a tangle/scrape/fix.*

They got *into a rut.*
They got *into a routine.*

i. SUBSTITUTE *out of* for *into.* What other changes are necessary?

33 accompany

They accompanied him *into the house.*
They followed him *into the lion's den.*
They preceded him *into the wood.*
They raced him *into the forest.*

34 go (*or equivalent*)

He went *into the house.*

He went *into the lion's den.*

He proceeded *into the wood.*
He drove *into the forest.*

i. SUBSTITUTE *disappear* for the verb.

35 throw oneself

He threw himself *into the saddle.*
He threw himself *into his work.*
She threw herself *into the social round.*
They threw themselves *into the fight/fray/battle.*

36 entice

They pushed them *into the trap.*
They enticed them *into the cave.*
They trapped them *into admitting their mistake.*
They tricked them *into admitting their error.*
They talked them *into coming.*

i. CHANGE to the passive voice.

37a disappear

It disappeared *into the distance.*
It vanished *into space.*
It disappeared *into nothingness.*
It vanished *into thin air.*
It receded *into the night.*
It disappeared *into the darkness.*

i. USE all verbs given with each prepositional phrase.

37b stare, peer, look

He stared *into the distance.*
He stared *into space.*
He stared *into nothingness.*

He stared *into the night.*
He stared *into the future.*

i Add *fixedly* after the verb.

38 with periods of time

Day merged *into night.*
Spring merged *into summer.*
February drifted *into March.*
1965 rolled *into 1966.*

i. SUBSTITUTE *turn*, *glide*, *slide*, for all verbs.

39

I roll it *into a ball* and throw it away.
I crumple it *into a ball.*
I crumple it *into a heap.*
I twist it *into a cord.*
I screwed it *into a cord.*
I compress it *into a lump.*
He knocked the essay *into shape* (fig.).
They licked him *into shape* (coll.).
They twist the truth *into lies.*
He licked him *into a cocked hat* (coll.).

i. RESTATE in the passive voice.

40

It rolls *into a ball.*

It crumples *into a ball*
It crumples *into a heap.*
It twists *into a cord.*
It compresses *into a lump.*
It presses *into a lump.*
The essay is coming *into shape.*

41 make	42 grow
This made the boy *into a man.*	The boy grows *into a man.*
This made the fear *into a nightmare.*	The fear grew *into a nightmare.*
	The boy grew *into manhood.*
	The girl grew *into womanhood.*
43 turn, change, convert	**44 turn, change**
Water turns clay *into mud.*	Clay turns *into mud.*
Rain turns the land *into a swamp.*	The land turns *into a swamp.*
They turn clay *into bricks.*	Clay turns *into bricks.*
They turn swords *into ploughshares.*	Iron turns *into ploughshares.*
He turned water *into wine.*	Water turned *into wine.*
She turned her love *into hate.*	Her love turned *into hate.*
She turned her tears *into smiles.*	Her tears turned *into smiles.*
This turned her smiles *into tears.*	Her smiles turned *into tears.*
It turns snow *into slush.*	Snow turns *into slush.*
He turned the goods *into cash.*	The goods turned *into cash.*
He turned the money *into dollars.*	The money turned *into dollars.*
He turned the loss *into a gain.*	The loss turned *into a gain.*
He turned all assets *into cash.*	All assets turned *into cash.*
He turned the liquid *into a gas.*	The liquid turned *into a gas.*
He turned the gas *into a solid.*	The gas turned *into a solid.*
It turned steam *into water.*	Steam turns *into water.*
It turns mass *into energy.*	Mass turns *into energy.*
It turns the liquid *into crystals.*	The liquid turns *into crystals.*
It turns the oxide *into hydroxide.*	The oxide turns *into hydroxide.*
It turns the dream *into reality.*	The dream turns *into reality.*
	Day turns *into night.*
	Summer turns *into autumn.*
Beethoven turned simple melodies *into sonatas.*	The melodies turned *into sonatas.*
These attacks turned her upper deck *into a shambles.*	Her upper deck turned *into a shambles.*
i. SUBSTITUTE *change* and *convert* for *turn.*	i. SUBSTITUTE *change* for *turn* throughout.
ii. When possible use other verbs for *turn* e.g. *beat swords into ploughshares*; *battered her decks into a shambles.*	ii. CHANGE to: *Clay became mud.*
iii. CHANGE *into* to *to.*	iii. CHANGE *into* to *to.*
iv. RESTATE in the passive voice.	

(Stylistic variations: 'His determination degenerated *into obstinacy*, his fiery energy *into irascibility ...*') ('... and turned my lonely life *into a dream ...*' pop. song.)

45 translate

He translated the passage *into German.*
He translates English *into French.*
He translated words *into deeds.*
He translated ideas *into action.*
He translated theory *into practice.*
He translated promises *into performance.*
He translated dreams *into reality.*

i. RESTATE in the passive voice.
ii. SUBSTITUTE *put* (*his*) for *translate* (omit last two).

46 come (*bring*)

A far-away look came *into her eyes.*
A look of disdain came *into her eyes.*
A gleam of amusement came *into her eyes.*
A glint of malice came *into her eyes.*
A hint of doubt came *into her eyes.*
A shadow of reproach came *into her eyes.*
A twinkle of amusement came *into her eyes.*
A spark of understanding came *into her eyes.*
A spark of anger came *into her eyes.*
The light of resignation came *into her eyes.*
The glare of hatred came *into her eyes.*

i. CHANGE to: *A note of disdain came into her voice.*
ii. CHANGE to: *This brought a far-away look into her eyes.*

47 run

He runs *into the wall.*
She runs *into the door.*
She runs *into the blackboard.*
She runs *into the table.*
We ran *into trouble* (fig.).
We ran *into difficulties* (fig.).

i. SUBSTITUTE *knocked* for *run* (omit last two).

48 run

I ran *into John.*
She ran *into John.*
They ran *into their neighbour.*
We ran *into the Browns.*
They ran *into the Whites.*

i. SUBSTITUTE *meet* for *run into.*

(Note the lack of article in most cases in this *bring–come* group).

49 bring (*or equivalent*)	50 come
They brought him *into the room.*	He came *into the room.*
They brought him *into my presence.*	He came *into my presence.*
They brought them *into line.*	They came *into line.*
They brought them *into alignment.*	They came *into alignment.*
They brought them *into formation.*	They came *into formation.*
This brought them *into touch.*	They came *into touch.*
This brought them *into contact.*	They came *into contact.*
This brought them *into collision.*	They came *into collision.*
This brought them *into conflict.*	They came *into conflict.*
This brought them *into opposition.*	They came *into opposition.*
This brought them *into money.*	They came *into money.*
This brought them *into their inheritance* (*possession of* ...)	They came *into their inheritance.* They came *into possession of* ...
This brought them *into their own.*	They came *into their own.*
This brings the flowers *into bloom.*	The flowers come *into bloom.*
It brings the trees *into bud.*	The trees come *into bud.*
It brings the trees *into leaf.*	The trees come *into leaf.*
It brings the trees *into flower.*	The trees come *into flower.*
It brings the trees *into bearing.*	The trees come *into bearing.*
They brought him *into the world.*	He came *into the world.*
They brought him *into the fold.*	He came *into the fold.*
They brought them *into being.*	They came *into being.*
They brought them *into existence.*	They came *into existence.*
They brought them *into use.*	They came *into use.*
They brought them *into force.*	They came *into force.*
They brought them *into effect.*	They came *into effect.*
They brought them *into action.*	They came *into action.*
They brought them *into commission.*	They came *into commission.*
They carry them *into practice.*	They came *into practice.*
They put them *into operation.*	They came *into operation.*
They put them *into service.*	They came *into service.*
They brought them *into the limelight.*	They came *into the limelight.*
They brought them *into prominence.*	They came *into prominence.*
They threw them *into relief.*	They came *into relief.*

They brought them *into the public eye.*	They came *into the public eye.*
This brought them *into view.*	They came *into view.*
This brought them *into focus.*	They come *into focus.*
This brought them *into perspective.*	They leap *into perspective.*
This brought them *into partnership.*	They came *into partnership.*
This brought them *into account.*	They came *into account.*
They took them *into calculation.*	They came *into calculation.*
They took them *into consideration.*	They came *into consideration.*
This brought them *into balance.*	They came *into balance.*
This brought them *into equilibrium.*	They came *into equilibrium.*
They brought the factory *into production.*	It came *into production.*
They brought the orchard *into bearing.*	The orchard came *into bearing.*
They brought new forces *into play.*	Forces came *into play.*
They called new forces *into play.*	
They brought him *into the game.*	He entered *into the spirit of the game.*
They brought him *into the joke.*	He entered *into the spirit of the joke.*

i. In how many examples can *get* be substituted for *bring*?

get (*or equivalent*)	fall
They sent them *into the trap.*	They fell *into the trap.*
They enticed them *into the trap.*	
They led them *into the trap.*	
They pushed them *into line.*	They fell *into line.*
He pushed them *into alignment.*	They fell *into alignment.*
He pulled them *into order.*	They fell *into order.*
He pulled them *into shape.*	They fell *into shape.*
He got them *into order.*	They fell *into order.*
He got them *into position.*	They fell *into position.*
He pressed them *into harness.*	They fell *into harness.*
He pressed them *into place.*	They fell *into place.*
He organised them *into pairs.*	They fell *into pairs.*
He organised them *into sets.*	They fell *into sets.*

He separates them *into suits.*	They fell *into suits.*
He separates them *into groups.*	They fell *into groups.*

i. CHANGE to the passive voice.
ii. SUBSTITUTE *get* for all verbs.

i. CHANGE to the pattern: *He was in the room. He was in my presence.*
ii. SUBSTITUTE *get* for all verbs.
iii. With how many of the examples can *go* be used in place of the verb given?

51 send (*or equivalent*)	52 go, fall (first fifteen examples)
This sent him *into a deep sleep.*	He went *into a deep sleep.*
	He fell *into a deep sleep.*
This sent him *into a slumber.*	He sank *into a slumber.*
This sent him *into a reverie.*	He fell *into a reverie.*
This sent him *into a brown study.*	He went *into a brown study.*
This sent him *into a stupor.*	He fell *into a stupor.*
This sent him *into a fit.*	He went *into a fit.*
This sent him *into a coma.*	He went *into a coma.*
This sent him *into a torpor.*	He fell *into a torpor.*
This sent them *into obscurity.*	They went *into obscurity.*
	They retired *into obscurity.*
This sent him *into a decline.*	He fell *into a decline.*
	He lapsed *into a decline.*
This sent him *into unconsciousness.*	He went *into unconsciousness.*
This sent him *into insensibility.*	He went *into insensibility.*
This sent him *into exile.*	He went *into exile.*
This sent him *into retirement.*	He went *into retirement.*
This sent them *into fits of laughter*	They went *into fits of laughter.*
This sent them *into roars of laughter.*	They went *into roars of laughter.*
This sent her *into hysterics.*	She went *into hysterics.*
This sent her *into raptures.*	She went *into raptures.*
This sent her *into ecstasies.*	She went *into ecstasies.*
This sent her *into transports.*	She went into *transports.*
This sent her *into convulsions.*	She went *into convulsions.*
This sent her *into rhapsodies.*	She went *into rhapsodies.*
This sent her *into floods of tears.*	She went *into floods of tears.*
This sent him *into a tirade on ...*	He went *into a tirade on ...*
This sent him *into a diatribe on ...*	He launched *into a diatribe on ...*

This sent him *into a denunciation of ...*	He went *into a denunciation of ...*
This sent them *into action.*	They went *into action.*
This sent them *into battle.*	They went *into battle.*
This prodded them *into action.*	They rushed *into action.*
This galvanized them *into action.*	**fall**
This brought him *into disgrace.*	He fell *into disgrace.*
This brought him *into disfavour.*	He fell *into disfavour.*
This brought him *into disrepute.*	He sank *into disrepute.*
This brought him *into discredit.*	He sank *into discredit.*
This reduced them *into insignificance.*	He fell *into insignificance.*
	He sank *into insignificance.*
	He passed *into insignificance.*
	It dwindled *into oblivion.*
	He faded *into oblivion.*
	He drifted *into oblivion.*
(This reduced them *to apathy.*)	They sank *into apathy.*
(This reduced them *to lethargy.*)	They sank *into lethargy.*
(This reduced them *to despair.*)	They sank *into despair.*
(This reduced them *to inertia.*)	They sank *into inertia.*
	They sank *into indifference.*
	It subsided *into a dead calm.*
This threw them *into disorder.*	They fell *into disorder.*
They threw them *into a panic.*	They fell *into a panic.*
This threw them *into a passion.*	They flew *into a passion.*
53 put	**54 come**
He put it *into my hand.*	It came *into my hand.*
He put them *into my hands.*	They came *into my hands.*
He put ideas *into my head.*	Ideas came *into my head.*
He put meaning *into the words.*	Meaning came *into the words.*
He put expression *into his reading.*	
He put the words *into my mouth.*	The words came *into my mouth.*
He put the thought *into words.*	
He put the thought *into writing.*	
He put the fear of God *into them* (coll.).	
It puts heart *into you.*	
He put the formula *into use.*	The formula came *into use.*
He put the rules *into practice.*	The rules came *into practice.*
He put the law *into effect.*	The law came *into effect.*

55 put	56 go
He put his money *into the bank.*	His money went *into the bank.*
He put his watch *into pawn.*	His watch went *into pawn.*
He put his spare cash *into government bonds.*	His spare cash went *into Government Bonds.*
He put his savings *into Consol. Lead.*	His savings went *into Consol. Lead.*
He put time and effort *into his work.*	Time and effort went *into his work.*

57 get	58 get
This got him *into debt.*	He got *into debt.*
	He ran *into debt.*
This got him *into difficulties.*	He got *into difficulties.*
This got him *into trouble.*	He got *into trouble.*
This got him *into temptation.*	He got *into temptation.*
This got him *into mischief.*	He got *into mischief.*
This got him *into a scrape.*	He got *into a scrape.*
This got him *into a rage.*	He got *into a rage.*
This got him *into a fury.*	He got *into a fury.*
This got him *into a temper.*	He got *into a temper.*
This got him *into a pet.*	He got *into a pet.*
This got him *into a panic.*	He got *into a panic.*
He put his money *into Consolidated Zinc.*	He got *into Consolidated Zinc.*
This shamed him *into silence.*	He (re)lapsed *into silence.*
This jerked him *into wakefulness.*	He jerked *into wakefulness.*

59 force, drive, starve (first five)	60 go
He forced them *into compliance.*	
He drove them *into compliance.*	
He frightened them *into acquiescence.*	
He tricked them *into submission.*	
He goaded them *into agreement.*	
He prodded them *into action.*	
He bullied them *into action.*	
He goaded them *into reprisals.*	
He bullied them *into revolt.*	
He drove the nail *into the wood.*	The nail went *into the wood.*

He drove them *into hiding.*	They went *into hiding.*
He drove them *into smoke* (coll.).	They went *into smoke* (coll.).
It forced the plane *into a stall.*	The plane went *into a stall.*
It forced the plane *into a spin.*	The plane went *into a spin.*
It forced the plane *into a slide.*	The plane went *into a slide.*
It forced the plane *into a skid.*	The plane went *into a skid.*
It forced the plane *into a dive.*	The plane went *into a dive.*
It forced the plane *into a climb.*	The plane went *into a climb.*
61 miscellaneous	**62**
This plunged the room *into darkness.*	The damage runs *into millions.*
	They plunged *into work.*
This plunged the audience *into a panic.*	They plunged *into business.*
	It continues *into next week.*
They rushed them *into agreement.*	
They wormed their way *into the councils of the party.*	He rushed *into print.*
This lulled them *into a sense of false security.*	
It resolved itself *into a dialogue.*	It degenerates *into a dialogue.*
63 take	**64 go**
They took them *into custody.*	They went *into custody.*
He took them *into the secret.*	
He took them *into his confidence.*	
He took them *into conference.*	They went *into conference.*
He took them *into consultation.*	They went *into consultation.*
	They went *into a huddle* (coll.).
65 force	**66 enter**
They forced them *into an agreement.*	They entered *into an agreement.*
They forced them *into a commitment.*	They entered *into a commitment.*
They forced them *into a bond.*	They entered *into a bond.*
They forced them *into a pact.*	They entered *into a pact.*

Note on exercises

PATTERN ONE. All examples on the left side of pages 167–182 (end) may be used in the passive voice.

67 go

We went *into the matter.*
We went *into the question.*
We went *into the subject.*
We went *into detail.*
We went *into details.*

This book is intended as a source of oral drill and practice material for use with classes or groups at all levels of instruction from intermediate to advanced, as much on the technical as on the arts side.

Because of the great number of meanings each common preposition carries, prepositions have earned a reputation for difficulty. This book seeks to bring progression and linguistic order to the multitude of meanings of six—*At, In, Of, On, To,* and *Into.* Each of these is dealt with in a separate section, in which the demonstrable and physical uses are presented first, followed by uses with abstract nouns and uses which are not demonstrable. The sections are themselves divided into numbered subsections, each giving a single meaning of the preposition with its associated nouns. So far as possible each prepositional phase is presented as part of a simple short sentence and is thus used in the normal stress-tone pattern of the complete utterance.

Each subsection is followed by suggestions for oral drilling and written exercises.